Unit: Marine Life and the Oceans of the World

Grade: 2\textsuperscript{nd} / 3\textsuperscript{rd} grade

Mainstream class with integrated ELLs

Rose Mary Gates
Introduction
UNIT TITLE:
Marine Life and the Oceans of the World

GRADE LEVEL:
Second/Third Grade

TYPE OF COURSE:
Mainstream class with integrated ELL students

Submitted by Rose Mary Gates
INTRODUCTION

UNIT TITLE:
Marine Life and the Oceans of the World

GRADE LEVEL:
Second/Third Grade

TARGET CLASS TYPE:
Mainstream class with integrated ELL students

SOURCE OF ORIGINAL LESSON:
Collaborative Thematic Unit by Lisa Chapman and David Herring
http://www.libsci.sc.edu/miller/Ocean.htm

SOURCE OF READING MATERIALS:
Monster Beach by Betty Paraskevas
Internet resources include URL.
## Matrix of Objectives: Mainstream Class Integrated with ELL Students

<table>
<thead>
<tr>
<th>Goals:</th>
<th>Improve students academic language as it relates to marine science.</th>
<th>Teach concepts as appropriate to developmental level.</th>
<th>Transfer responsibility of learning from teacher to student.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Awareness and Attitude:</strong></td>
<td>By the end of this unit, students should be aware that:</td>
<td>By the end of this unit, students should be aware that:</td>
<td>By the end of this unit, students should be aware that:</td>
</tr>
<tr>
<td>1. Learning language specific to a particular content area facilitates subject mastery.</td>
<td>1. There are specific names for bodies of water.</td>
<td>1. Specific learning strategies are required for specific tasks.</td>
<td></td>
</tr>
<tr>
<td>2. Written and oral language competencies are required for academic mastery of content.</td>
<td>2. Each body of water has specific animal and plant life.</td>
<td>2. Learning to use strategies is required for independent work.</td>
<td></td>
</tr>
<tr>
<td>3. Language can be manipulated to enhance content understanding and for pleasures.</td>
<td>3. Under sea life is rich in diversity and quality.</td>
<td>3. Strategies can be learned.</td>
<td></td>
</tr>
<tr>
<td>4. Sea life has a mysterious quality that scientists work to unravel.</td>
<td>4. Strategies can be modified to meet individual strengths and weaknesses.</td>
<td>4. Strategies can be modified to meet individual strengths and weaknesses.</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge:</strong></td>
<td>By the end of this unit, students should know:</td>
<td>By the end of this unit, students should know:</td>
<td>By the end of this unit, students should know:</td>
</tr>
<tr>
<td>1. Vocabulary necessary for content mastery.</td>
<td>1. The names of the four oceans.</td>
<td>1. How to work collaboratively with other students to gain content language.</td>
<td></td>
</tr>
<tr>
<td>2. How to translate knowledge acquired orally or through text into written format.</td>
<td>2. The geographic locations of the oceans.</td>
<td>2. How to draw on their strengths for understanding content.</td>
<td></td>
</tr>
<tr>
<td>3. How to use language creatively. e.g. fiction, poetry.</td>
<td>3. The animals specific to the oceans.</td>
<td>3. How to use visual strategies to interpret text.</td>
<td></td>
</tr>
<tr>
<td>4. How to use written or oral language for self-expression.</td>
<td>4. The plants specific to the oceans.</td>
<td>4. How to think creatively to enhance understanding of content.</td>
<td></td>
</tr>
<tr>
<td>5. When to use a strategy.</td>
<td></td>
<td></td>
<td>5. When to use a strategy.</td>
</tr>
<tr>
<td>Skill:</td>
<td>Language</td>
<td>Content</td>
<td>Strategies</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td></td>
<td><strong>By the end of this unit, students should be able to:</strong></td>
<td><strong>By the end of this unit, students should be able to:</strong></td>
<td><strong>By the end of this unit, students should be able to:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Write paragraphs or short essays as a result of research using language appropriate to content.</td>
<td>1. List the names of the oceans.</td>
<td>1. Use previous knowledge to understand new information.</td>
</tr>
<tr>
<td></td>
<td>2. Give a presentation using language appropriate to content.</td>
<td>2. Identify the oceans on a map.</td>
<td>2. Work independently and in small groups.</td>
</tr>
<tr>
<td></td>
<td>3. Write fictional essay.</td>
<td>3. Name and describe animal's specific to the oceans.</td>
<td>3. Determine which strategy was most effective for specific tasks.</td>
</tr>
<tr>
<td></td>
<td>4. Analyze poetry and make word substitution focusing on subject, adjectives, etc.</td>
<td>4. Name and describe plants specific to the oceans.</td>
<td>4. Determine what is pertinent information when doing research.</td>
</tr>
<tr>
<td></td>
<td>5. Label maps using vocabulary learned as a result of this unit.</td>
<td></td>
<td>5. Relate information in writing and verbally.</td>
</tr>
</tbody>
</table>
Sheltered Strategies

This introductory lesson to the study of the oceans and marine life addresses sheltered instruction strategies by including features unique to sheltered instruction and features shared by sheltered and effective instruction. Key vocabulary is introduced by rehearsal strategies using picture/text flashcards. These same flashcards are used afterwards to create a word wall. Content is also adapted by using a KWL chart organizer. Language objectives are included with content objectives. The language objectives address ESL standard descriptors in Goal 2-Standard 1, Goal 2-Standard 2. Essential content is addressed by stipulating criteria of what all students, most students and some students will be able to do. The criteria are clearly stated in the lesson plan. Students limited in English
proficiency will be included in the “all” group of students with fluent students more likely to fall in the “some” group. Supplementary materials include flash cards, and poster stating/depicting key concept and objective, and ocean bingo cards. Student background experiences are utilized when writing/drawing about prior knowledge of the ocean and sea life and by teacher directed questions. The following strategies are shared by sheltered and effective instruction. One such strategy is scaffolding. This involves providing structured teacher support and progressing to student controlled learning. Scaffolding is used by providing new vocabulary with flashcards, word wall and ocean bingo. Teacher modeling and demonstrating progresses to student practice in pairs. Finally, the student works individually by contributing to the KWL chart and reporting. Students are kept engaged in meaningful
activities such as writing/illustrating, and charting. Content objectives are clearly stated orally and are framed in poster board using text and visuals. Vocabulary is reviewed with the word wall using evaluation of content objectives.

“Can you tell me the names of the ocean animals?”

“Can you show me the names on the word wall.”

Hands-on materials include art supplies for illustrations and bingo game. Teacher and student partner provides feedback. Lastly, higher order thinking skills are addressed by questions that require elaborated responses.

“Can you tell me about...?”

“Why do you think that...?”

**Adjusting Discourse**

Speech is adjusted throughout lesson using a natural but slower rate and with frequent pausing. This is particularly
true when using flash cards and playing ocean bingo game. This also allows for the opportunity to focus on pronunciation. Sentences are monitored in length and complexity. Structures emphasize simple present tense.

"I know..."

"I want to know..."

High frequency vocabulary is chosen when possible for discussing ocean animals and plants. The same words and phrases are repeated.

"The ocean is..."

"An ocean animal is..."

Redundancy and repetition in grammatical structures is used, as well as key vocabulary, when students report from the KWL chart.
Enhancing Interaction

Students will interact with student partners when discussing their writing/illustrations. ELL students will be paired with native speakers and asked to report on their writing/illustrations. Native speakers will report on their writing/illustrations and asked to fill out a KWL handout for pair. Students will also interact with the whole group when reporting with their student partner. Native speakers can be asked to do the oral presentation while the ELL students at the beginners stage can place the writing/illustrations in the appropriate place on the class KWL chart. The same KWL handout the partners filled in previously can be used as a reference. Teacher interaction will include open-ended questions that utilize higher-order thinking skills.
“What is most interesting to you about the ocean?”

“Why do you think that…?”

Interaction can be enhanced for ELL students at all stages by asking questions such as:

“Can you find the starfish?”

“Is this a dolphin or a shark?”

“Tell me about the octopus?”
Lesson 1
## ESOL Language Function for Lesson One
### Intermediate Fluency

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>FUNCTIONS</th>
<th>FORMULA</th>
<th>STRUCTURES</th>
<th>NOTIONS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of the ocean.</td>
<td>Identifying and reporting what you know about the ocean.</td>
<td>I know...</td>
<td>Present tense</td>
<td>Ocean, Personal experience</td>
<td>Students will play ocean bingo.</td>
</tr>
<tr>
<td></td>
<td>Identifying and reporting what you want to know about the ocean.</td>
<td>I want to know...</td>
<td>Future</td>
<td>Marine animals, Fish, Whales, Seahorse, Dolphins, Starfish, Walrus, Jellyfish, Crabs, Octopus, Penguin, Shark, Sea anemones</td>
<td>Students will illustrate/write what they know and what they would like to know about the ocean.</td>
</tr>
<tr>
<td></td>
<td>Describing</td>
<td>The ocean is... Animals in the ocean are...</td>
<td>Adjectives</td>
<td>Proper Nouns</td>
<td>Students will discuss their illustrations/writings in pairs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students will place illustrations/writings in appropriate section of chart.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students will report on their illustrations/writings.</td>
</tr>
</tbody>
</table>
Original Lesson with Modification Reference

Lesson One: Getting Started

Black print used for original lesson. Red print used to show modifications.

Introduce lesson:

Refer to MODIFICATIONS, (IV, A) (G, 1,2)
Refer to MODIFICATIONS, (III, A, 1,2,3) (III, B, 2) (III, C, 2)

Ask students, "What do you know about the ocean?" Accept all contributions without correction.

Refer to MODIFICATIONS, (III, B, 1,3)

Give students a chance to discuss their personal experiences relating to oceans.

Refer to MODIFICATIONS, (IV, F, 2) (V, B, 1)

Then ask, "What would you like to learn about the ocean?" Record responses on a chart and display the list for future reference.

Refer to MODIFICATIONS, (III, C, 1) (IV, D, 1) (II, E, 2) (V, A, 1, 2)

Lesson Closure; Review/Evaluation

Refer to MODIFICATIONS, (V, C)
INSTRUCTIONAL UNIT TITLE:
MARINE LIFE AND THE OCEANS OF THE WORLD

Unit Overview: This unit will develop an awareness of ocean life. Students will study the oceans of the world, the ocean plants, and the animal life that lives in them.

Lesson One
Oceans and Undersea Life: Getting Started

I. LESSON PREPARATION

A. Content Concepts
Marine life; animal and plant

B. Vocabulary
1. Names of the oceans; Atlantic Ocean, Pacific Ocean, Arctic Ocean, Antarctic Ocean, and Indian Ocean.
2. Names of the most common sea animals and plants; Fish, whales, seahorse, dolphins, octopus, starfish, jellyfish, crabs, octopus, walrus, penguin, sea turtle, seaweed, ocean cactus, shark, sea anemones, sea weed and kelp.
II. LESSON OBJECTIVES

A. Content Objectives
1. Students will know the names of the oceans.
2. Students will know the names of ocean animals and plants.

B. Language Objectives
1. Students will follow oral directions.
2. Students will participate in paired discussions.
3. Students will speak and write about subject matter information.
4. Students will represent information visually and interpret information presented visually.
5. Students will compare and contrast information.

C. Essential Content

All students will:
1. Follow oral directions.
2. Participate in paired discussions.
3. Represent visually and interpret visual information that shows mastery of basic vocabulary “ocean” “sea animals” and “sea plants”.
Most students will:
1. Know names of most of the oceans.
2. Know names of many of the sea animals and plants.
3. Speak and write about subject matter information.

Some students will:
1. Know names of five major oceans.
2. Know names of all sea animals and plants introduced.
3. Compare and contrast information.

D. Supplemental Materials to Contextualize Lesson

1. Flash cards, which will also be used as word wall using key vocabulary.
2. Teacher made bingo cards with drawings or photo of sea animals and plants.
3. Three posters or white/blackboard to create KWL chart will be used. Chart will read: What We Know, What We Want to Know, and What We Learned. Last section to be used when we conclude the unit.
4. Drawing paper and materials such as crayons, markers and pencils.
E. Student-Centered, Meaningful Activities

1. Students will play ocean bingo game.
2. Students will write/illustrate what they know and what they want to know about the ocean.
3. Students will discuss their work in pairs.
4. Students will report on writing/illustrations as they complete the KWL chart.

III. COMPREHENSIBILITY

A. Appropriate Repetition of Vocabulary

1. Flashcards will be used for rehearsal strategies.
2. Word wall will be used as a reference when content vocabulary is used.
3. Ocean bingo game will be used to reinforce vocabulary.

B. Speech Delivery

1. Simple sentence structures will be used.
   "What do you know?"
   "What do you want to know?"
2. Clear enunciation throughout and particularly with flashcards and ocean bingo.
3. Natural pauses and slower rate of speech.
   "Can you tell me the name of a major ocean?"
Do animals live in the oceans?
"Can you tell me the name of an animal that lives in the ocean?"

C. Comprehensibility Input Techniques

1. Modeling
   Teacher will model use of KWL chart.
   Teacher will draw a picture of a fish in water and write, "I know fish live in the ocean."
   Teacher will draw a picture of an ocean cactus and write, "I want to know where this ocean plant grows."
   Teacher will place drawing/writing in appropriate place in KWL chart.

2. Visuals
   Teacher will use flashcards and ocean bingo cards.
   Teacher will first say word, "octopus" for students that are able to play bingo game without visual aid.
   Teacher will repeat word, "octopus" and follow by showing picture flashcard for ELL students needing visual aid to play bingo game.

D. Hands-on Activities

1. Students will use student created illustrations for KWL chart.
E. Gestures/Body Language

1. Teacher will point to word wall when discussing key concepts.
2. Teacher will use hand gestures for "big" when discussing large marine animals or major ocean and hand gesture for "small" when discussing animals such as seahorse.
3. Teacher will point downwards when speaking of life under the sea.
4. Teacher will gesture with hands pointing outwards when questioning.

IV. LESSON DELIVERY

A. Objectives and Key Concepts

Poster board will read; We will learn about the oceans, animal and plants in the ocean. Photographs or drawings will be placed alongside of key words on poster.

B. New Word Introduction

1. Marine life flashcards/word wall will reflect new vocabulary.
2. Ocean bingo game will introduce and reinforce new vocabulary using paired grouping with students helping each other but having their own game card.

C. Delivery Modes

1. Teacher will orally explain lesson objectives and directions.
   "What can you tell me about the ocean?" Pause
   "What do you know about the ocean?" Pause
   "Draw a picture and write about what you know about the ocean?"
   "Draw another picture and write about what you want to know about the ocean."

2. Teacher will model by drawing a picture showing a fish in water and writing, "I know fish live in the ocean."
3. Teacher will model by drawing an ocean cactus and writing, "I want to know where this ocean plant grows."
4. Teacher will demonstrate by placing drawing/writing paper in appropriate place in KWL chart.

D. Opportunity for Processing Skills

1. Students will work individually to evaluate their current
knowledge and desired knowledge.

2. Students will organize information using the KWL chart.
3. Students will work in pairs to synthesize content vocabulary.

E. Scaffolding Techniques

1. Structured teacher support with use of flashcards, word wall and ocean bingo game.
2. Structured teacher support with modeling and working in pairs and class discussion provides further clarification.
3. Students will finally work with the content individually by placing work in appropriate place on KWL chart and reporting on it.

F. Connecting Concepts to Previous Learning

1. Student knowledge is tapped by requiring students to tell in a visual, written, and oral format about their knowledge of the ocean and undersea life.
2. Higher order questions are asked to link students personal experience; “Is anyone from a Caribbean island like Puerto Rico or Cuba?
“Has anyone visited a Caribbean island?”
“Do you think the ocean and undersea life is the same or different from ours?”
“Why do you think that?”

G. Communicating Objectives to Students

1. Poster board stating and depicting objectives will be referred to at introduction of lesson.
   “Today we will learn about…”
2. The objectives will be reinforced during the lesson by pointing to key words and pictures on poster.
3. Poster stating objectives will be referred to for closure, “Today we learned …”

V. INTERACTION

A. Student Talk
1. Students will interact with partners to discuss writing/illustrations. ELL students will be paired with
   native speakers and asked to report on their writing/illustrations. Native speakers will report on
   their writing/illustrations and asked to fill out a KWL handout for pair.
2. Students will interact with whole group when reporting with their student partners. Native speakers can be
   asked to do the oral presentation while the ELL partner can place the writing/ illustrations in appropriate place
   on the class KWL chart. The same KWL handout the
partners filled in previously can be used as a reference by the ELL students.

B. Teacher-Student Interaction
1. Students will interact with teacher in class discussion in response to content questions and higher-order thinking questions that require elaborated responses.

"Can you tell me something about an animal that lives in the ocean?" Pause
Teacher will point to or show flashcards of sea animals when asking question.
"Why do you think that?" Pause
"Oh, I see..."
Teacher will repeat key vocabulary using simple syntax.
"Oh, I see, warm ocean water has sea animals that are of many colors."
"How do you know that?" Pause
"All right, then you know because you lived in Puerto Rico."

C. Review/Evaluation

Teacher will review key vocabulary and content objectives by referring to poster board used at introduction of lesson
“Can you tell me the names of the oceans?”
World map or globe is available to aid ELL students.

Teacher will point to one of the oceans, say it’s name, and ask, “Can you show me the names of the oceans?

“Can you tell me the names of the ocean animals and plants?
ELL students can point to word wall to aid in identification.
crab
walrus
shark
star fish
Kelp
fish
octopus
whale
sea horse
ocean cactus
sea turtle
Africa

Indian Ocean
Arctic Ocean

Europe

Asia

Africa

Antarctic Ocean
No IG

_Bingo_

walrus  whale  octopus  sea anemones

sea horse  seaweed  dolphin  jellyfish

kelp  sea turtle  starfish  penguin

shark  fish  crab  ocean cactus
<table>
<thead>
<tr>
<th>What we know</th>
<th>What we want to know</th>
<th>What we learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Lesson 2
## ESOL Language Function for Lesson Two
### Intermediate Fluency

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>FUNCTIONS</th>
<th>FORMULA</th>
<th>STRUCTURES</th>
<th>NOTIONS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of the ocean, ocean animals and, animal plants.</td>
<td>Seeking factual information about the ocean, ocean animals and plants.</td>
<td>I am researching...</td>
<td>Present tense</td>
<td>Ocean</td>
<td>Students will work in cooperative groups.</td>
</tr>
<tr>
<td></td>
<td>Reporting what you learned about the ocean, ocean animals or plants.</td>
<td>I learned that...</td>
<td>Past</td>
<td>Cold water, Warm water, Deep water, Ocean animals, Fish, Whale, Seahorse, Dolphins, Starfish, Walrus, Jellyfish, Crabs, Octopus, Penguin, Sea turtle, Shark, Sea anemones, Ocean plants, Seaweed, Kelp, Ocean cactus</td>
<td>Students will keep a research journal of ocean, ocean animals and plants.</td>
</tr>
<tr>
<td></td>
<td>Describing</td>
<td>The ocean is...</td>
<td>Adjectives Proper Nouns</td>
<td></td>
<td>Students will share information and work together to fill in graphic organizers in journal.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This ocean animal is called a...</td>
<td></td>
<td></td>
<td>Students will present some aspect of research journal to whole class.</td>
</tr>
</tbody>
</table>
Lesson Two: Ocean Research

Introduce lesson:

Refer to MODIFICATIONS, (IV, A) (IV, B, 1) (IV, F, !)

1. Divide the class into four sections and assign one of the four oceans, Arctic, Atlantic, Indian, and Pacific, as a research project.

2. Each student develops a "Ship's Log". It can be a composition notebook, folder, sheets of paper stapled together and decorated, etc. and used to record writings, research, observations, etc.

Refer to MODIFICATIONS, (IV, C, 1, 2, 3) (IV, D, 1, 2, 3, 4, 5, 6) (V, A, 1, 2, ) (V, B, 1, 2)

Closure; Review/Evaluation

Refer to MODIFICATIONS, (IV, G, 3) (IV, F, 2) (V, C, 1)
INSTRUCTIONAL UNIT TITLE:
MARINE LIFE AND THE OCEANS OF THE WORLD

Unit Overview: This unit will develop an awareness of ocean life. Students will study the oceans of the world, the ocean plants, and the animal life that lives in them.

Lesson Two
Ocean Research

I. LESSON PREPARATION

A. Content Concepts
Marine life; animal and plant

B. Vocabulary
1. Names of the oceans; Atlantic Ocean, Pacific Ocean, Arctic Ocean, and Indian Ocean.
2. Names of the most common sea animals and plants; Fish, whales, seahorse, dolphins, octopus, starfish, jellyfish, crabs, octopus, walrus, penguin, sea turtle, seaweed, ocean cactus, shark, sea anemones, sea weed and kelp.
II. LESSON OBJECTIVES

A. Content Objectives
1. Students will know ocean facts.
2. Students will know facts of ocean animals and plants.

B. Language Objectives
1. Students will follow oral directions.
2. Students will participate in group discussions.
3. Students will share and request information.
4. Students will listen to, speak, read, and write about ocean facts, ocean animals, and ocean plant facts.
5. Students will take notes to record important facts and aid in one’s own learning.

C. Essential Content

All students will:
1. Follow oral directions.
2. Participate in cooperative group interactions.
3. Know ocean facts of their assigned ocean.
4. Know facts of ocean animals or plants in their assigned ocean.

Most students will:
1. Know ocean facts of several oceans.
2. Know facts of ocean animals and plants in more than one ocean.
3. Share and request information about ocean animals and plants.
4. Take notes to record important ocean facts.

Some students will:
1. Know ocean facts of all the oceans.
2. Know facts of ocean animals and plants of all the oceans.

D. Supplemental Materials to Contextualize Lesson
1. Word wall of key vocabulary.
2. Sample of second grade research writing on ocean plants.
3. Photograph and/or illustration of ocean animals and plants alongside descriptive text.

E. Adaptation of Text
1. Adapted research materials provided along with opportunity to use school library, classroom books or internet.
2. Key words are highlighted in research materials provided.
3. Summary of key points in margins of research materials provided.
4. Graphic organizers included in “Ship’s Log” journal.
5. Opportunity to use materials in first language for research if possible.
F. Student-Centered, Meaningful Activities

1. Students will work in cooperative groups including at least two ELL students per cooperative group and be assigned roles of reporters, note takers, and supplies’ coordinator. Supplies coordinator will be responsible for distributing art supplies, pencils, research materials and “Ship’s Log” journal to each member of the group. They will also be responsible for collecting supplies at end of work session. Note takers will be responsible for writing what is accomplished each time the group meets. Reporters will tell teacher what the group worked on each time they met.

2. Student’s will each make a “Ship’s Log” journal of their own which includes graphic organizers and blank writing paper.

3. Students will work together to fill in graphic organizers in “Ship’s Log” journal.

4. Students will share information about the ocean, ocean animals and plants.

5. Students will illustrate cover of “Ship’s Log” journal with pictures of ocean animals and plants researched.

6. Students will present their “Ship’s Log” journal to whole class.

III. COMPREHENSIBILITY

A. Appropriate Repetition of Vocabulary

1. Word wall will be used as a reference when content
vocabulary is used. Teacher can point to ocean animals or plants during discussions.

2. "Ocean Vocabulary List" handout/graphic organizer will be filled in by students.

B. Speech Delivery
1. Simple sentence structures will be used.
   "What ocean are you researching?"
   "What ocean animals are you researching?"
   "What ocean plants are you researching?"
2. Clear enunciation throughout and particularly when referring to word wall.
3. Natural pauses and slower rate of speech.
   "Can you tell me the name of the ocean you are researching?"
   "Can you tell me the name of the ocean animal you are researching?"
   "Can you tell me the name of the ocean plant you are researching?"

C. Comprehensibility Input Techniques
1. Modeling
   Teacher will model construction of "Ship’s Log" journal by stapling together one page of handouts labeled, "It a Fish?", "Plant or Animal Research",,
“Ocean Vocabulary List”, several blank writing papers and cover page labeled “Ship’s Log”.

Teacher will model use of graphic organizers/handouts using overhead projector.

Teacher will make available partially filled out graphic organizers to ELL students.

2. Visuals
   Teacher will use word wall when using key vocabulary by pointing to word/picture during discussions.
   Teacher will provide research material with photographs/illustrations of ocean animals and plants.

D. Hands-on Activities
   1. Students will create a “Ship’s Log” journal with graphic organizers and blank writing papers to use for student research.

E. Gestures/Body Language
   1. Teacher will point to word wall when discussing key concepts.
   2. Teacher will use hand gestures for “big” when discussing large marine animals or major ocean and hand gesture for “small” when discussing animals such as seahorse.
hand gesture for "small" when discussing animals such as seahorse.
3. Teacher will point downwards when speaking of life under the sea.
4. Teacher will gesture with hands pointing outwards when questioning.
5. Teacher will point to "Ship’s Log" journal when referring to it.

IV. LESSON DELIVERY

A. Objectives and Key Concepts
Teacher will connect lesson to previous learning by writing on the board or overhead projector, "We learned the major ocean names, the Atlantic Ocean, the Pacific Ocean, the Arctic Ocean, and the Indian Ocean".
Teacher will write and frame objective for current lesson.

Today we will learn about ocean animals and plants.
Today we will learn more about the oceans.

Teacher will point to ocean animals and plants when saying the words.
B. New Word Introduction

1. Marine life word wall will reflect key vocabulary.
2. The “Ocean Vocabulary List” graphic organizer will be filled in by student with help of cooperative group and comments section filled in with help of teacher.

C. Delivery Modes

1. Teacher will orally explain lesson objectives and directions.

   “We will make a “Ship’s Log” journal.”
   Teacher will show a finished example.

   “We will work in groups, and help each other fill in the pages.”
   Teacher will point to groups.
   Teacher will point to show pages.

   “We will use these research materials.”
   Teacher will show research materials.

   “We can also use library books and the internet.”
   Teacher will point to library books.
Teacher will point to computer.

"We can work at home."
"We can work at school."

2. Teacher will model constructing the "Ship's Log" by taking one handout each labeled, 'Ship's Log", "Is It a Fish", "Plant or Animal Research", "Ocean Vocabulary List" and several blank writing pages.

3. Teacher will demonstrate by partially filling out handouts/graphic organizers on overhead projector and passing out samples of partially filled out handouts/graphic organizers to each cooperative group.

D. Opportunity for Processing Skills
1. Students will work in cooperative groups which include native English speakers and speakers of ELL students’ first language, if possible.

2. Students will be given partially filled out handouts/graphic organizers.

3. Students will organize information using the graphic organizers provided.

4. Students will be given opportunity to work with research materials in their first language, if available.

5. Students will be given research materials that have been summarized and key words highlighted.

6. Students will be given research material that includes drawings/illustrations of ocean animals and plants to be researched.
E. Scaffolding Techniques
1. Structured teacher support with use of word wall when referring to ocean animals and plants.
2. Structured teacher support by modeling of construction of “Ship’s Log” journal.
3. Structured teacher support by demonstrating use of handouts/graphic organizers.
4. Students will finally work with the content individually and in their cooperative groups.

F. Connecting Concepts to Previous Learning
1. Students are asked questions to connect to previous learning in lesson one.
   “Can you tell me the names of the major oceans?”
   “Can you tell me the names of some ocean animals?”
   “Can you tell me the names of some ocean plants?”
2. Higher order questions are asked to link students personal experience;
   “Has anyone ever seen an ocean animal?”
   “Has anyone ever seen an ocean plant?
   “Did this ocean animal look the same as the one in our pictures?”
   “Did this ocean animal look different than the one in our pictures?”
   “Why do you think that?”
   “Did this ocean plant look the same as the one in our pictures?”
   “Did this ocean plant look different than the one in our pictures?”
in our pictures?”
“Did this ocean plant look different than the one in our pictures?”
“Why do you think that?”

G. Communicating Objectives to Students
1. Board and/or overhead projector stating objectives will be referred to at the introduction of lesson.
   “Today we will learn more about the oceans. We will learn about the ocean animals and plants in the different oceans.”
2. The objectives will be reinforced during the lesson by pointing to key words and pictures on word wall.
3. Board and/or overhead projector stating objectives will be referred to for closure
   “We learned important facts about the major oceans. We learned important facts about some of the ocean animals in the major oceans. We learned important facts about some of the ocean plants in the major oceans.”

V. INTERACTION

A. Student Talk
1. Students will interact with members in cooperative group according to their roles and abilities. ELL students can have role of materials coordinator and gather necessary art supplies, pencils, research materials and be responsible for collecting at the end of session. Note takers will ask each member what they have
worked on during their work session.

2. Students will interact with whole group when reporting on their research. Students assigned the role of reporters will present the handout, "Is It a Fish?" from their "Ship's Log" and the "Plant or Animal Research" handout. Other members of the group will present their "Plant or Animal Research" handout. ELL students not able to do this yet can present their cover of the "Ship's Log" journal by telling the names of the ocean animals and plants they drew and researched.

B. Teacher-Student Interaction
1. Students will interact with teacher in cooperative group visits by teacher. Teacher will ask content questions and higher-order thinking questions that require elaborated responses.

2. Teacher will use clear enunciation, simple syntax, point to word wall, point to illustrations/photos in research materials and use natural pauses.

"Can you tell me something about an animal that lives in the ocean?" Teacher will point to word wall of sea animals when asking question. 
"Can you tell me something about a plant that grows in the ocean?" Teacher will point to word wall of sea plants when asking question.
“Oh, I see…”
Teacher will repeat key vocabulary using simple syntax.
“Oh, I see. Fish come in many shapes. Fish come in many colors. Fish come in many sizes.” Teacher will point to pictures in research materials of fish showing varying shapes, colors, and sizes. "How do you know that?" "All right, then you know because you went to a zoo aquarium.

C. Review/Evaluation

1. Teacher will review key vocabulary and content objective by pointing to word wall and framed objective on board or overhead used at introduction of lesson. "Can you tell me something about one of the oceans?" "Can you tell me something about an ocean animal?" "Can you tell me something about an ocean plant?"

ELL students can refer to their" Ship’s Log” journal and read a piece of information gathered or point to fact in journal while teacher or another student reads it.
Pacific Ocean

- Seals
- Sea otter
- Sea lion
- Whales
- Covers almost one half of the world
- Deepest ocean
- Largest ocean
- Clearest waters in the ocean
Atlantic OCEAN

- manatees
- fish
- Smallest
- Shallowest
- Saltiest
- Second largest ocean
- marine mammals
- seals
- whales
- turtles
- sea lions
Arctic Ocean

- the smallest ocean
- ice-covered ocean surrounded by land
- above Europe
- in Northern hemisphere
- the Navy helps scientists learn about this ocean with submarines
- seals
- whales
- walrus
Indian Ocean

- Shrimp
- Fish
- Many coral reefs
- Mostly in Southern hemisphere
- Third largest
- Tropical Sea
- Atlantic on one side and Pacific on other side
- Whales
- Sea turtles
Under the Sea

http://www.geocities.com/sseagraves/underthesea.htm
I love to eat crustaceans. How about you?

Background:

Look at preserved specimens of hermit crabs, fiddler crabs, ghost crabs, stone crabs, shrimp, and lobsters during this part of the unit to discover the characteristics of crustaceans. **Crustaceans are invertebrates characterized by an external skeleton and jointed appendages.** They **breathe through gills**, and molt or shed their exoskeletons as they grow. Point out that horseshoe crabs are not crustaceans and are in the same class as spiders and scorpions. The odd ball of this group is the barnacle, think of him as a crab stuck to a rock by his head and waving his feet in the air to catch food.

- **Crustaceans**
  - hermit crabs
  - fiddler crabs
  - ghost crabs
  - stone crabs
  - shrimp
  - lobsters

- **breathe through gills**
- **have a skeleton**
Fish

Fish come in all shapes, colors, and sizes. They are some of the most diverse animals that live in the sea.

Fish lived on earth before dinosaurs. They are one of the oldest groups of animals. Fish are cold-blooded vertebrates (have a backbone). All fish have gills which absorb oxygen from the water into the bloodstream. All fish have fins and most have scales which protect their body.

What is a Fish? - PDF file

Fish Mini Book - PDF file

These are one of the earliest fish. They are very primitive. A lamprey attaches itself to the outside of another fish with its mouth which is a sucking disc ringed with sharp teeth. The lamprey cuts a hole though another fish’s skin and sucks blood and body fluids out of the prey. Lampreys are considered to be parasitic fish. They have gill slits and do not have a swim bladder like bony fish.
These fish have no bones. Instead, they have a skeleton made of cartilage. They have gill slits rather than an operculum. They do not have a swim bladder. The liver on a shark is very large and thought help give the fish buoyancy. Sharks, skates and rays do not have anal fins.

These fish are the most common fish. They have a skeleton of bone, scales, paired fins, one pair of gill openings jaws, and paired nostrils. Bony fish have swim bladders which they use to dive and come up to the surface. Their gills are covered by a hard outer flap called an operculum. Bony fish have swim bladders which help them stay afloat. By changing the amount of air in the bladder, the fish stays balanced in the water.
Wow! These are some really neat animals! Some of them can really pack a sting!

**Jellyfish can sting.**

**A sting hurts.**

---

**Jellyfish** belong to the Phylum Cnidaria. They are invertebrates and are made up of 95% water. Jellyfish do not swim, but drift with the tides. For that reason, some people consider them to be plankton. They have no heart or brains.

- **Jellyfish have specialized stinging cells**, called cniodocytes. Each of these cells contains a nematocyst which acts like a mini-harpoon. **When a jellyfish touches something**, the nematocyst is released and injects toxin into the prey. **It stings, it hurts.**

- Australia's box jelly has a lethal toxin more potent than cobra venom and can kill a person in minutes.

- **Portuguese man o' war** stings are very painful. They can cause fever, shock and in some rare instances, cause the heart to stop beating. **Never touch a jellyfish lying on the beach** because the nematocyst can still sting you even though the animal is dead.

- **Jellyfish live in all the world's oceans.**

- **Jellyfish are a favorite food of leatherback sea turtles.**
Whales and dolphins belong to the group of animals called Cetaceans. They are mammals which means that they are warm blooded, give live birth, feed their young milk, breathe air, and have hair on their bodies. There are about 75 species of cetaceans. Whales, dolphins and porpoises vary greatly in size. Baleen whales (also known as the great whales), are larger than toothed whales with the exception of the sperm whale which can grow up to 65 feet in length. The blue whale is the largest animal on land or sea reaching a length of up to 110 feet and weighing nearly 200 tons. The heart is a blue whale is about the size of a small compact car, and the blood vessels are so large that a person could insert their arm through them.

Toothed whales use echolocation to find their food and to navigate. They make clicks which rebound or "echo" off of solid objects in the sea and help the whale to identify the object and determine how far away it is.
There are more mollusks on earth than fish, birds, mammals, reptiles or amphibians! Wow! That's a lot!

Mollusks are soft bodied animals. They are invertebrates which means that they don't have a backbone. The largest three categories of mollusks are:

univalves - animals with one shell such as a conch, oyster drill, and abalone

bivalves - animals with two shells such as clams, oysters, and scallops

cephalopods - soft bodied animals with no shell such as octopus, squid, and cuttlefish. The word cephalopod means "head foot." Giant squid are the largest cephalopod (octopus, cuttlefish, squid) and the largest mollusk. The largest recorded giant squid was 59 feet long. The average size of the giant squid is 20 to 43 feet long and between 110 and 660 pounds. The octopus and squid are considered to be the most intelligent of all invertebrates. They have well developed eyes and brains. Their eyes are similar to human eyes.
Echinoderms are invertebrates which are characterized by an external skeleton covered with sharp spines, radial symmetry, and tube feet.

Starfish walk using their tube feet to move themselves along a surface. Their tube feet have suckers on the ends, which they use to attach themselves to rocks and to trap prey items.

Starfish can regrow their arms if they are damaged or eaten by predators. In fact, in some cases an entire sea star can be regenerated from just a single arm!

Look at specimens of sea cucumbers, sea urchins, sea biscuits, sand dollars, and starfish to see the similarities.

Are alike
starfish
sea cucumbers
sea urchins
sea biscuits
sand dollars
starfish
Stuck on the Bottom

The benthos live on the ocean floor. Starfish, oysters, clams, sea cucumbers, brittlestars, and anemone are all benthos. Most benthos feed on food as it floats by or scavenge for food on the ocean floor.

Life at the Bottom

Life at the bottom of the ocean is varied. There are mountains, trenches, volcanoes, flat muddy areas, sandy areas and rocky areas. There is a wide variety of life that makes its home on the ocean floor. Some organisms live in the mud, some crawl or swim along the bottom and some anchor themselves to the ocean floor. Life in the benthos region is organized by size. Macrobenthos are organisms that are larger than one millimeter like oysters, starfish, lobsters, sea urchins shrimp, crabs, and coral. Meiobenthos are between one tenth and one millimeter in size. Organisms in this group include.

A Star Is Born

Starfish aren't fish. They are invertebrates. They have no bones. There are 1,800 species of starfish and they live in all of the world's oceans. Starfish usually have five arms. Their arms are hollow and usually covered in spines on the top. On the underside, most starfish have small tubes feet with suction cups on the ends that they use to move and to grab onto things. If a starfish loses an arm, another one will grow in its place! The starfishes' stomach is on its underside. Some starfish can grab a clam or other mollusk and pry its shell open. Some species push their stomachs out and surround their prey, digest it and then pull their stomachs back in.

Sea Urchins

Sea urchins are related to starfish and like starfish they are divided into five parts and covered
are very tiny organisms like diatoms, ciliates and bacteria. They are smaller than one tenth of a millimeter.

**Plants On the Bottom**

In the Sunlit zone of the ocean there are plants called seagrass. Seagrass isn't seaweed. It is a true plant. It has seeds, flowers, roots and leaves. Most seagrass species are located in silty or sandy soils. Seagrasses need lots of light so they are found in shallow waters. They also need water, if there isn't enough water, they will dry out and die. Seagrasses have adapted to life in the ocean. They can live on salt water. Their roots are strong and can withstand waves and ocean currents. Seagrasses take in nutrients and water through their roots and through their leaves.

**Not a Plant**

Seaweeds aren't plants, they are algae. Algae are protists. Algae don't have seeds and flowers like plants, they have spores. Algae provide much of the Earth's oxygen, they are the food base for almost all aquatic life. There are three types of algae: red, green and brown. Some algae in the ocean are very small and drift in the ocean water. Those algae are phytoplankton.

**Seaweeds**

Seaweeds grow in shallow waters.

**Flowers of the Sea**

Sea anemone are invertebrates like starfish and sea urchins. There are about 1,000 species. They can be found at depths of up to 30,000 feet. They are found in all the world's oceans. Some of the most colorful ones are found in tropical waters. Sea anemone come in a wide range of shapes and sizes. They can range in size from a less than an inch to five feet in diameter. They have a mouth in the center of their body. Their mouths are usually surrounded by petal-like tentacles. They use the tentacles to catch food. The tentacles may have venomous stingers on them that paralyze prey. They then pull the prey into their mouths with their tentacles. Most species attach themselves to rocks, the ocean floor and sometimes animals with a pedal disc. Most are stationary, but some can creep along very, very slowly using their pedal disc. There are some species that
Benthos

where there is sunlight. Most are anchored to the ocean floor or to rocks with holdfasts. Seaweeds are organized into three groups, red, brown and green. Most marine seaweeds are red and brown.

Brown Seaweeds

There are over 5,000 species of brown seaweed. Brown seaweed isn't always totally brown. It has a brown called xanthophyll as well as a green pigment called chlorophyll. Because it has both brown and green pigments, brown seaweed can vary in color from brown to a greenish-brown. Kelp is a brown algae. Some species of kelp can grow 100 feet long. Most species of kelp have stems called stipes that they use to anchor themselves. Gulfweed is another brown algae. Gulfweed has little berry-like pneumatocysts on its leaves that are filled with air and help keep its leaves afloat on the water's surface.

Seeing Red

There are over 2,000 species of red algae seaweeds and they are usually small. They are most common in temperate and tropical waters. Their red color comes from the pigment phycoerythrin. Phycoerythrin helps red algae photosynthesize in dim light. Because they can use dimmer light, they often grow in deeper waters than other algae.

It's Not Easy Being Green

Green algae are more common on land and in freshwater environments. They get their color from chlorophyll. They aren't as common in the ocean as brown and red algae seaweed. There are about 800 different of green marine seaweeds.

Armed and Ready

Crabs are crustaceans. They have outer shells or exoskeletons that protect them from predators, ocean currents and waves. There about 4,500 species of crabs and they are found in fresh and salt water. Crabs have tails, but they are tucked under their bellies. Like fish, crabs have gills that they use for breathing. Most crabs move by crawling along the ocean floor, although there are some species that swim. They have large front pincers that they use to find and catch prey like clams, small fish, snails and other crabs. They may also use their pincers to smash open shells. Crabs usually wait for food to go by. They may sift through the sand or silt with their legs and antennae. They may also find food with their antenna.
Ship’s Log

By___________________
<table>
<thead>
<tr>
<th>Plant or Animal</th>
<th>Sea Anemone - Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where it's found</td>
<td>All of the world's oceans have Sea Anemones. They are found 30,000 feet under the sea.</td>
</tr>
<tr>
<td>Appearance</td>
<td>They have tentacles and can be from an inch to five feet. They come in different colors.</td>
</tr>
<tr>
<td>Food</td>
<td>Feeds on food as it floats by or finds food on ocean floor</td>
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<tr>
<td>Enemies</td>
<td>Did not find any.</td>
</tr>
<tr>
<td>Special Characteristic</td>
<td>Most sea anemones attach themselves to rocks and the ocean floor.</td>
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</table>
### Plant or Animal Research

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<th>Plant or Animal</th>
<th>Where it's found</th>
<th>Appearance</th>
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## Is it a Fish?

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<thead>
<tr>
<th>Name of Animal</th>
<th>Is it covered with scales?</th>
<th>Is it cold-blooded?</th>
<th>Are babies hatched from an egg?</th>
<th>Does it breathe with gills?</th>
<th>Does it have a skeleton?</th>
<th>Is it a fish?</th>
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### OCEAN VOCABULARY LIST

**Where did you find words?**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Under the Sea</th>
<th>Natureworks</th>
<th>Word Wall</th>
<th>Library Book</th>
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**COMMENTS**

Teacher can help with comments.
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**COMMENTS**

Teacher can help with comments:
- Saw the words a lot needed help
- Easier to find
- Want to read again
<table>
<thead>
<tr>
<th>Vocabulary</th>
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COMMENTS

OCEAN VOCABULARY LIST
Ocean Plants

Chelsia  
8.2.03

We learned about seaweed.

Seaweed has holdfasts instead of roots. Holdfasts stop the waves from pushing the seaweed away. They have bladders instead of leaves. They have stipes instead of stems. Air sacks hold them up to the sunlight.

They are brown, red, and green. We use seaweed to...
Salinas 2nd Graders Learn About Ocean Plants

We learned about seaweed. Seaweed has holdfasts instead of roots. Holdfasts stop the waves from pushing the seaweed away. They have blades instead of leaves. They have stipes instead of stems. Air sacks hold them up to the
Lesson 3
# ESOL Language Function for Lesson Three
## Intermediate Fluency

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>FUNCTIONS</th>
<th>FORMULA</th>
<th>STRUCTURES</th>
<th>NOTIONS</th>
<th>ACTIVITIES</th>
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<tbody>
<tr>
<td>Fictional and factual sea creature stories.</td>
<td>Identify fact or fiction in literature</td>
<td>The story is... The story is not... My story is... My story is not...</td>
<td>Present tense</td>
<td>Beach Sea Sea creature Sea monster Story Characters Real Imagined Factual Fictional Title Fish Whale Seahorse Dolphins Octopus Walrus Penguin Sea turtle Shark</td>
<td>Students will write a fictional or factual story. Students will practice reading story to each other. Students will present fictional or factual story to whole class. Students will describe their story illustration.</td>
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<tr>
<td></td>
<td>Compare and contrast real and imaginary sea creatures.</td>
<td>The sea creature is... The sea creature is not... My sea creature is... My sea creature is not...</td>
<td>Comparisons (Adjectives and Adverbs)</td>
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<tr>
<td></td>
<td>Describing appearances.</td>
<td>The sea creature is very... My sea creature is a lot like...</td>
<td>Intensifiers (quite, too, very, a little, a lot, rather)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Three: Sea Creature Stories

Introduce lesson:

Refer to MODIFICATIONS, (IV, A) (IV, C, 1)

After reading Monster Beach by Betty Paraskevas, have your class pick a sea creature (real or imagined) and write a narrow escape.

Refer to MODIFICATIONS, (IV, C, 2) (III, C, 1) (IV, C, 3, 4, 5) (D, 1, 2, 3, 4)

Closure; Review/Evaluation

Refer to MODIFICATIONS, (V, B, 2) (V, C, 1, 2, 3)
INSTRUCTIONAL UNIT TITLE:
MARINE LIFE AND THE OCEANS OF THE WORLD

Unit Overview: This unit will develop an awareness of ocean life. Students will study the oceans of the world, the ocean plants, and the animal life that lives in them.

Lesson Three
Sea Creature Stories

I. LESSON PREPARATION

A. Content Concepts
   Literacy development; reading and writing about the ocean.

B. Vocabulary
1. Key vocabulary from story, Monster Beach;
   Beach, sea, sea monster, and sea creature.
2. Names of the most common sea animals;
   Fish, whales, seahorse, dolphins, octopus, starfish, jellyfish, crabs, octopus, walrus, penguin, sea turtle, and shark.
3. Literacy vocabulary;
   Story, characters, real, imagined, factual, fictional, and title.
II. LESSON OBJECTIVES

A. Content Objectives
1. Students will recognize fact or fiction in literature about the ocean based on knowledge from previous lessons.
2. Students will write a factual or fictional story and identify it as such.

B. Language Objectives
1. Students will follow oral directions.
2. Students will participate in paired discussions.
3. Students will share and request information.
4. Students will compare and contrast information.
5. Students will retell sequential information orally or in writing.
6. Students will connect new information to previously learned information.

C. Essential Content
All students will:
1. Follow oral directions.
2. Participate in paired interactions.
3. Share and request information.
4. Understand the difference between fact and fiction.

Most students will:
1. Recognize fact or fiction in literature about the ocean.
based on information previously learned.
2. Connect new information to previously learned information.
3. Write a fictional or factual story and identify it as such.
4. Retell sequential information orally or in writing using a timeline.
5. Compare and contrast using prompts such as graphic organizers.

Some students will:
1. Write several fictional and factual stories and identify them as such.
2. Compare and contrast information making connections from previously learned knowledge without the use of a prompt.
3. Retell detailed sequential information without the use of graphic organizers such as a timeline.

D. Supplemental Materials to Contextualize Lesson
1. Word wall of common ocean animal vocabulary.
2. Timeline checklist of story, Monster Beach.
3. Graphic organizer #1 of story, Monster Beach.
4. Graphic organizer #2 of story students writes.
5. Timeline of story, Monster Beach.

E. Adaptation of Text
1. Story book(s), Monster Beach available to students with highlighted key words.
2. Example of filled out graphic organizer.
F. Student-Centered, Meaningful Activities
1. Students will write a fictional or factual story.
2. Students will work with partner. More proficient student helping to fill out graphic organizers and practicing reading stories written.
3. Students will share their story and illustration with whole class.

III. COMPREHENSIBILITY

A. Appropriate Repetition of Vocabulary
1. Word wall will be used by teacher when ocean animal vocabulary is discussed. Teacher will point to ocean animals during discussions.
2. Graphic organizers #1 and #2 will repeat key literacy vocabulary.
3. Teacher will ask questions to elicit usage of literacy and ocean vocabulary;
   "What is the title of your story?"
   "Is this a real or imagined sea creature?"
   "Who are the other characters in your story?"
   "Is your story factual or fictional?"

B. Speech Delivery
1. Simple sentence structures will be used.
   "We will read a story about a sea creature."
   "We will write a story about a sea creature."
   "We will work with a partner"
   "We will share our stories with the class."
2. Clear enunciation throughout and particularly when referring to word wall and using key vocabulary when questioning.

3. Natural pauses and slower rate of speech.
   
   "Can you tell me the title of your story?"
   "Can you tell me if your sea creature is real or imagined?"

C. Comprehensibility Input Techniques
1. Modeling
   Teacher will model filling in graphic organizers for factual or imagined story created with the use of overhead projector.

2. Visuals
   Teacher will use word wall when using key vocabulary by pointing to word/picture during discussions.
   Teacher will point to illustration depicting key words as teacher reads story, Monster Beach and make timeline available before and during reading of story.

D. Hands-on Activities
1. Students will create an illustration for their story.

E. Gestures/Body Language
1. Teacher will point to word wall when using vocabulary on word wall.
2. Teacher will use hand gestures for “big” when discussing large sea creatures and hand gesture for “small” when discussing small sea creatures.
3. Teacher will point downwards when speaking of life under the sea.
4. Teacher will gesture with hands pointing outwards when questioning.

IV. LESSON DELIVERY

A. Objectives and Key Concepts
Teacher will connect lesson to previous learning by writing on the board or overhead projector, “We learned facts about the major oceans.” “We learned facts about ocean animals.” “We learned facts about ocean plants.”

<table>
<thead>
<tr>
<th>TODAY</th>
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<tbody>
<tr>
<td>We will read the fictional story, Monster Beach.</td>
</tr>
<tr>
<td>We will write a story about a sea creature.</td>
</tr>
<tr>
<td>We will share our story with the class.</td>
</tr>
</tbody>
</table>

Teacher will hold up and point to story, Monster Beach when saying the words.

B. New Word Introduction
1. New literacy vocabulary repeated in both graphic organizers and reviewed by teacher when modeling filling it out.
2. Highlighted key words in story, Monster Beach which will be made available to students after story is read by teacher.

C. Delivery Modes

1. Teacher will provide students with timeline for review and explain lesson objectives and directions. Students will also use timeline to follow along when reading.
   "We will read a story. We will read Monster Beach and follow with timeline. Teacher will hold up the book, Monster Beach and timeline. We will work with a partner. We will fill out this page. Teacher will point to graphic organizer #1.

2. Teacher will review graphic organizer with whole class by asking for volunteers to give answers.
   "We will then fill out this page. Teacher will point to graphic organizer #2 and model filling it in.

3. Teacher will continue with oral explanation and directions.
   "You will write a story "You will use
Teacher will point to graphic organizer #2.

4. Teacher will demonstrate using graphic organizer #2 to create a story with an overhead projector.

5. Teacher will continue with oral explanation and directions.
   “You will make a picture of your story. You and your partner can help each other. You can read your story to your partner. You will share your story or picture with the class.

6. Teacher will demonstrate putting all the stories and pictures together and making a class book.

D. Opportunity for Processing Skills
1. Students will work in pairs with a more proficient English-speaker helping a less proficient ELL student.

2. Students will be given filled out graphic organizer as an example.

3. Students will organize information using the graphic organizers provided.

4. Class book of all the stories and pictures will be made available in class book.
E. Scaffolding Techniques
1. Structured teacher support with teacher reading text first.
2. Structured teacher support by providing text with highlighted key words for student review.
3. Structured teacher support by demonstrating use of graphic organizers.
4. Students will finally work with their partner filling out graphic organizers and individually writing their story.

F. Connecting Concepts to Previous Learning
1. Students are asked questions to connect to previous learning in lesson one and two.
   "Can you tell me the names of some ocean animals?"
   "Can you tell me if those animals are real or imagined?"
   "Can you tell me how you know this?"
2. Higher order questions are asked to link students personal experience;
   "Does anyone have a story about a sea creature?"
   "Does your story have a real or imagined sea creature?"
   "Does this make your story fictional or factual?"

G. Communicating Objectives to Students
1. Board and/or overhead projector stating objectives will be referred to at the introduction of lesson.
   "We will read the fictional story, Monster Beach.
   We will write a story about a sea creature."
We will share the story with the class.”
2. The objectives will be reinforced during the lesson by pointing to key words and pictures on word wall.
3. Board and/or overhead projector stating objectives will be referred to for closure
   “We read the fictional story, Monster Beach.
   We wrote a fictional of factual story.
   We shared our story with the class.”

V. INTERACTION

A. Student Talk
1. Students will interact with paired partner. The more proficient student can take dictation for graphic organizer and model using graphic organizer #2 to write the story. The more proficient student can also help the less proficient student practice reading his story before it is shared with the whole group.
2. Students will interact with whole group when reading stories and sharing illustrations. The more proficient can help the less proficient student who is unable to read independently.

B. Teacher-Student Interaction
1. Students will interact with teacher when reviewing filled in graphic organizers.
2. Teacher will use clear enunciation, simple syntax, point to word wall when using ocean animal vocabulary, point to illustrations in
Monster Beach when using vocabulary from story.

Is your sea creature real
Teacher will hold up ocean reference book.
or imaginary?”
“What happened first in your story?”
Teacher will refer to graphic organizer #2.
“What happened next in your story?”
Teacher will refer to graphic organizer #2.
“What happened at the end of your story?”
Teacher will refer to graphic organizer #2.
“Is your story factual
Teacher will hold up ocean reference book.
or fictional?”
Teacher will hold up Monster Beach.
“Oh, I see…”
Teacher will repeat key vocabulary using simple syntax.
“Oh, I see.
“Your story is fictional.
Teacher will hold up Monster Beach.
“Your story has an imaginary sea creature.
“All right, then you know an imaginary sea creature makes a story
fictional.
Teacher holds up Monster Beach.

C. Review/Evaluation
1. Teacher will review objectives.
   "We read the fictional story, Monster Beach.
   We wrote about a sea creature.
   We wrote a fictional or factual story.

2. Teacher will review key vocabulary and content objective by reviewing story Monster Beach.
   "Can you tell me what kind of story Monster Beach is?" Ell students can refer to graphic organizer #1.
   "Can you tell me what happened first, what happened next, what happened at the end?" Ell students can refer to timeline.

3. Teacher will tell students that stories will be divided into factual or fictional for class book and proceed to ask students to identify their story as factual or fictional as they are collected and placed in appropriate section. Ell students can refer to graphic organizer #2.
1. What is the title of the story?

2. Is this sea creature real or imagined?

3. Who is the sea creature?

4. Describe the sea creature?

5. Who are the other characters in the story?

6. What happened first in the story?

7. What happened next in the story?

8. How does the story end?

9. What part did you like best about the story?

10. Is this story fact or fiction?

Graphic Organizer #1.
1. What is the title of the story?

2. Is this sea creature real or imagined?

3. Who is the sea creature?

4. Describe the sea creature?

5. Who are the other characters in the story?

6. What happened first in the story?

7. What happened next in the story?

8. How does the story end?

9. What part did you like best about the story?

10. Is this story fact or fiction?

Graphic Organizer # 1.
1. What is the title of your story?

2. Is your sea creature real or imagined?

3. Who is your sea creature?

4. Describe your sea creature?

5. Who are the other characters in your story?

6. What happened first in your story?

7. What happened next in your story?

8. How does your story end?

9. What part did you like best about your story?

10. Is your story fact or fiction?

Graphic Organizer # 2.
Name: ____________________________________________

1. What is the title of your story?

2. Is your sea creature real or imagined?

3. Who is your sea creature?

4. Describe your sea creature?

5. Who are the other characters in your story?

6. What happened first in your story?

7. What happened next in your story?

8. How does your story end?

9. What part did you like best about your story?

10. Is your story fact or fiction?

Graphic Organizer # 2.
TIME LINE for MONSTER BEACH. Color the fish as we read the story.

1. Grandfather and I stayed at our fishing shack. I saw something.
   I turned back to the fishing shack. I went to bed.
2. We rose with the sun. There was nothing to fear. After fishing for an hour, I saw those eyes.
3. I ran. When I turned and looked, he wasn't there. I decided not to say a word.
4. When Grandfather arrived there was barely room. The beach was crowded.
   Three naughty boys who looked the same always struck fear with their devilish pranks.
5. The triplets grabbed an old man's hat and sent it out to sea. The old man chased the three out to sea.
6. The lifeguard signaled the triplets back to the beach. They chose to ignore the command.
7. The ocean was wild. The triplets were not to be seen.
   The lifeguard rallied some men to help launch the lifeboat.
8. We saw the sea monster struggling to bring the triplets in. He failed as he tried.
9. The triplets wept the hardest of all. Grandfather said he'd be right back.
   Grandfather applied a tine patch to the monster and pumped him up.
10. The sun came out. The triplets were angels. The monster was saved.
11. The lifeguard slid to the beach and collapsed.
12. Still carrying the three he slid to the beach.
13. All the people adore brought us together and taught us to care.
TIMELINE for MONSTER BEACH. Color the fish as we read the story.
GRANDFATHER AND I decided to stay
At our fishing shack while my folks were away.
We arrived at night and crossed the dune
By the ghostly light of the silvery moon.
I saw something crack the glassy sea
And rise in the water ahead of me.
I turned and made a beeline back
To the safety of the fishing shack.
I locked the door and never said
A single word but went straight to bed.
We rose with the sun, and I began to feel
Foolish as I carried my rod and reel
Across the dune. It was very clear
My eyes had played tricks. There was nothing to fear.
I'd been fishing for an hour alone on the shore
When the thing I'd seen the night before
Just beyond the breakers, raised its head.
And I saw those eyes, flaming red.
I turned and ran across the sand,
Clutching the fishing pole still in my hand.
When I turned again and looked to where
That monster had been—he wasn’t there.
I decided not to say a word;
The whole thing sounded too absurd.
Then the lifeguard arrived, and very soon
The umbrella brigade was crossing the dune.
I watched the umbrellas around me bloom. When Grandfather arrived there was barely room To plant his umbrella and unfold his chair. The beach was crowded, and I was aware Of scolding parents and the constant noise Of cranky little girls and boys.
Three naughty boys who looked the same
Were kicking up sand, playing a game.
The sight of the triplets always struck fear.
In the hearts of the folks who vacationed each year
In the cottages surrounding our fishing shack—
But in spite of our prayers, they'd always come back.
And every summer as those triplets grew,
Their devilish pranks got more devilish, too.
Suddenly they grabbed an old man's hat
And sent it out to sea with a baseball bat.
The old man jumped right out of his seat,
Shaking his fist and stamping his feet.
Mad as he was, he chased the three.
They escaped by swimming straight out to sea.
We heard the lifeguard’s whistle screech—
He signaled the triplets back to the beach.
They were excellent swimmers and chose to ignore
The shrill command. We watched from the shore.
All at once the sky turned gray,
And the sea turned from blue to green.

The ocean was wild and the waves were so high
The triplets were not to be seen.
The lifeguard rallied some of the men to help launch the lifeboat. Again and again, it was tossed back to shore by a cascading wall of salty seawater that drenched them all.
Then we saw the sea monster with his ridiculous grin
Struggling to bring the triplets in.
They clung to his back; it was touch and go,
As he fought the powerful undertow.
Time after time he failed as he tried
To reach the beach against the tide.
Then he rose up high on one huge wave,
Still carrying the three he was trying to save.
He slid to the beach and collapsed in a heap,
And all the children began to weep
As the monster, still with the old man’s hat,
Breathed one last sigh and went completely flat.
The children wept softly, and the triplets, of course, wept the hardest of all. They were filled with remorse. Grandfather said he'd be right back. And made a quick trip to the fishing shack.
Everyone watched as he gently applied
a tire patch to the monster’s side.
Then he pumped him up there on the shore,
Till he looked exactly as he had before.
The wind died down and the sun came out.
People shook hands and danced about.
The sky turned from gray to blue
And when it did, the sea did, too.
We sat around that afternoon
And sang "By the light of the silvery moon."
The triplets were angels; all the children behaved.
The grown-ups were friendly; the monster was saved.
From that day on the legend grew,
About Monster Beach, where the sky is more blue,
Where the sand and sea sparkle, and just off the shore
Lives a lovable monster all the people adore,
Who brought us together and taught us to care,
With respect for each other, in a place we all share.
To Jerry Della Femina—
East Hampton's very own charismatic sea monster

To Jesse Weisfelner—
For his faith in the virtue of sea monsters

—B.P. and M.P.
# ESOL Language Function for Lesson Four
## Intermediate Fluency

<table>
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<tr>
<th>SITUATION</th>
<th>FUNCTIONS</th>
<th>FORMULA</th>
<th>STRUCTURES</th>
<th>NOTIONS</th>
<th>ACTIVITIES</th>
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<tbody>
<tr>
<td>Poetry innovation.</td>
<td>Identify sea creatures.</td>
<td>My sea creature is...</td>
<td>Present tense</td>
<td>Poem</td>
<td>Students will highlight sea creature vocabulary.</td>
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<td>Students will create new poem by replacing sea creature vocabulary and</td>
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<td>Innovation</td>
<td>phrase of original poem with new sea creature vocabulary and descriptive</td>
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<td>phrase.</td>
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Lesson Four: Sea Creature Poems

Read aloud some poems about the ocean.

Introduce lesson:

Refer to MODIFICATIONS, (IV, A) (IV, G, 1,2, 3)

Then work on innovation. Brainstorm some things that could be changed about a particular poem-its title, the creatures mentioned adjectives, etc. Make a Word Bank on the chalkboard, chart paper, or overhead.

Refer to MODIFICATIONS, (II, D, 1,2)

Then replace the words in the original poem with words from the word bank.

Refer to MODIFICATIONS, (IV, C, 1, 2, 3,4, D, 1, 2, 3) (V, A, 1, 2, B, 1, 2)

An example of an innovation follows: Original Poem Innovation. The Sea, Behold the wonders of the mighty deep, Behold the wonders of the mighty sea, Where crabs and lobsters learn to creep, where sea anemones love to be, And little fishes learn to swim, And tiny starfish like to play, And clumsy sailors tumble in, And hungry catfish feed all Day.

Closure; Review/Evaluation

Refer to MODIFICATIONS, (V, C, 1, 2, 3)
INSTRUCTIONAL UNIT TITLE:
MARINE LIFE AND THE OCEANS OF THE WORLD

Unit Overview: This unit will develop an awareness of ocean life. Students will study the oceans of the world, the ocean plants, and the animal life that lives in them.

Lesson Four
Sea Creature Poems

I. LESSON PREPARATION

A. Content Concepts
   Literacy development; identifying facts through the use of poetry.

B. Vocabulary
   1. Key vocabulary for poetry study; poem, rhyme and innovation.
   2. Key vocabulary from poem, Sea Creatures; sea, gear, ocean floor, snail, oyster, pearls, octopus, shark, eel, whales, dinosaurs, sponge, and squid.
   3. Names of the most common sea animals; Fish, whales, seahorse, dolphins, octopus, starfish, jellyfish, crabs, octopus, walrus, penguin, sea turtle, and shark.
II. LESSON OBJECTIVES

A. Content Objectives
1. Students will recognize features of poetry.
2. Students will understand the concept of innovation as it applies to poetry.
3. Students will recognize facts in poem about sea creatures based on knowledge from previous lessons.
4. Students will rewrite the poem, Sea Creatures by replacing key vocabulary and phrases.

B. Language Objectives
1. Students will follow oral directions.
2. Students will participate in paired discussions.
3. Students will share and request information.
4. Students will compare and contrast information.
5. Students will demonstrate knowledge through application in a variety of contexts.
6. Students will connect new information to previously learned information.

C. Essential Content
All students will:
1. Follow oral directions.
2. Participate in paired interactions.
3. Share and request information.
4. Recognize rhyming words.
4. Demonstrate understanding of innovation in poetry.
5. Identify most of the sea creatures in poem.

Most students will:
1. Identify facts in poem about sea creatures based on information previously learned.
2. Connect new information to previously learned information.

Some students will:
1. Rewrite several versions of poem using factual information.
2. Rewrite poem using factual information from personal research.

D. Supplemental Materials to Contextualize Lesson
1. Word wall of common ocean animal vocabulary will have illustration along side of it.
2. Word wall of sea creatures from poem, Sea Creatures will have illustration along side of it.
3. Highlighting tape to identify key vocabulary on chart paper.
4. Highlighting marker to identify key vocabulary on handout of poem, Sea Creatures.
5. Sentence strips to write new sea creature vocabulary.
6. Drawing paper, crayons, markers or other art supplies to create illustrations of rewritten poems.

E. Adaptation of Text
1. Highlighted sea creature vocabulary on chart paper.
2. Highlighted sea creature vocabulary on poem handout.
3. Sea creature vocabulary will have illustration along side of it.

F. Student-Centered, Meaningful Activities
1. Students will rewrite poem with their paired partners.
2. Students will write new sea creature vocabulary for their rewritten poem in pairs on sentence strips.
2. Students will illustrate their rewritten poems.
3. Students will share their poem and illustration with whole class.

III. COMPREHENSIBILITY

A. Appropriate Repetition of Vocabulary
1. Word wall will be used by teacher when sea creature vocabulary is discussed.
2. Teacher will point to word wall sea creatures during discussions.
3. Sea creature vocabulary will be written on sentence strips with illustration and used to model rewriting of poem.
3. Teacher will ask questions to elicit usage of new sea creature vocabulary;
   "What is the name of one of your new sea creatures?
   "Write the name of your new sea creature on the sentence strip.

B. Speech Delivery
1. Simple sentence structures will be used.
"We will read a poem about sea creatures."
"We will rewrite a poem about sea creatures."
"We will work with a partner"
"We will share our poems with the class."

2. Clear enunciation throughout and particularly when referring to word wall and using key vocabulary for questioning.

3. Natural pauses and slower rate of speech.

"Can you tell me the name of your new sea creature?"
"Can you tell me something about your new sea creature?"

C. Comprehensibility Input Techniques

1. Modeling
   Teacher will model highlighting sea creature vocabulary on chart paper.
   Teacher will model replacing highlighted sea creature vocabulary with new sea creature vocabulary.
   Teacher will model creating new phrase using new sea creature vocabulary;
   See that snail wrapped in curls. (Original)
   See that dolphin jumping high. (Innovation)

2. Visuals
   Teacher will use word wall when using key vocabulary by pointing to word/picture during discussions.
   Teacher will guide students in use of highlighting tape.
D. Hands-on Activities
1. Students will create an illustration for their rewritten poem.

E. Gestures/Body Language
1. Teacher will point to word wall when using vocabulary on word wall.
2. Teacher will use hand gestures for “big” when discussing large sea creatures and hand gesture for “small” when discussing small sea creatures.
3. Teacher will point downwards when speaking of life under the sea.
4. Teacher will gesture with hands pointing outwards when questioning.

IV. LESSON DELIVERY

A. Objectives and Key Concepts
Teacher will connect lesson to previous learning by writing on the board or overhead projector, “We learned the names of many sea creatures.” “We learned facts about many sea creatures.” “We wrote stories about sea creatures.”

<table>
<thead>
<tr>
<th>TODAY</th>
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<tbody>
<tr>
<td>We will read the poem, Sea Creatures.</td>
</tr>
<tr>
<td>We will rewrite the poem, Sea Creatures.</td>
</tr>
<tr>
<td>We will share our poem with the class.</td>
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</tbody>
</table>
Teacher will point to words of poem, *Sea Creatures* written on chart paper when reading the poem.

**B. New Word Introduction**
1. New poetry vocabulary part of word wall.
2. New sea creature vocabulary with illustration of animal part of word wall.
3. Highlighted sea creature vocabulary in poem, *Sea Creatures*

**C. Delivery Modes**
1. Teacher will write poem, *Sea Creatures* on chart paper. Teacher will ask students to identify and highlight with highlighting tape sea creature vocabulary.
   "We will read a poem. We will read *Sea Creatures*. "We will highlight with highlighting tape Teacher will hold up highlighting tape. the names of the sea creatures."
   "We will change the names of the sea creatures"  

2. Teacher will demonstrate by taping new sea creature name written on sentence strip.
   "We will now change the rest of the sentence
with a new fact.”

3. Teacher will model using new sea creature vocabulary.
   “See that snail wrapped in curls?” (original)
   “See that dolphin jumping high?” (innovation)
   Teacher will write the words, “jumping high” over the words, “wrapped in curls”.
   You will do the same thing with a partner.
   Teacher will hold up handout of poem, Sea Creatures.
   You will use a highlighting marker to show the sea creature.

4. Teacher will demonstrate using the highlighting marker on handout of poem and hold up for students to see.
   “You will write new sea creature names on sentence strips”.
   Teacher will hold up sentence strips.
   “You will write new sea creature name and sentence in the handout.”
   Teacher will hold up handout.
   “You will each draw a picture about your new poem.”
   “You and your partner will share your new poem and picture.”
with the class.”

D. Opportunity for Processing Skills
1. Students will work in pairs with a more proficient English-speaker helping a less proficient ELL student.
2. Students will be given a partially filled out handout/graphic organizer.
3. Students will organize new information using the handout/graphic organizer.

E. Scaffolding Techniques
1. Structured teacher support with teacher highlighting sea creature vocabulary.
2. Structured teacher support by demonstrating changing sea creature vocabulary by placing new sea creature vocabulary on sentence strip and taping onto the original sea creature vocabulary.
3. Structured teacher support by modeling writing of new sentence to go along with new sea creature.
4. Structured teacher support by providing partially filled out handout/graphic organizer.
5. Students will rewrite poem with the help of partner.
6. Students will process content individually by illustrating new poem.

F. Connecting Concepts to Previous Learning
1. Students are asked questions to connect to previous learning in lesson one, two, and three.
   “Can you tell me the names of some sea creatures?”
   “Can you tell me something about this sea creature?”
“Can you tell me if we have written facts about sea creatures?”
“Can you tell me if we have written factual or fictional stories about sea creatures?

G. Communicating Objectives to Students
1. Board and/or overhead projector stating objectives will be referred to at the introduction of lesson.
   “We will read the poem, Sea Creature.
   We will rewrite the poem, Sea Creature.
   We will share the poem with the class.”
2. The objectives will be reinforced during the lesson by pointing to key words and pictures on word wall.
3. Board and/or overhead projector stating objectives will be referred to for closure
   “We read the poem, Sea Creatures.
   We rewrote the poem, Sea Creature.
   We shared our poem with the class.”

V. INTERACTION

A. Student Talk
1. Students will interact with paired partner. The ELL student can highlight the sea creature name in the poem by using the poem on the chart paper as a guide. The more proficient student can take dictation for the graphic organizer and the rewriting of poem.
2. Students will interact with whole group when reading poem and sharing illustrations. The more proficient student can read the poem while the ELL
student holds up the sentence strips with the new sea creature names.

B. Teacher-Student Interaction
1. Students will interact with teacher when reviewing filled in handout/graphic organizer.
2. Teacher will use clear enunciation, simple syntax, point to highlighted sea creature vocabulary and word wall.
   “Who are your new sea creatures?”
   “What did you say about your new sea creatures?”
   “Does this Teacher will point to original poem and read rhyming words.
   “Does your new poem rhyme?”

C. Review/Evaluation
1. Teacher will review objectives by writing on overhead or board;
   “We read the poem, Sea Creatures.
   We rewrote the poem, Sea Creatures.
   We shared the poem with the class.”
2. Teacher will review key vocabulary and content objective by reading sections of poem, Sea Creatures
and asking student pairs to show one example of innovation using their rewritten poem. The more proficient student can read the example while the Ell student can point out the new sea creature in the illustrations.

"Can you tell me pause who your new pause sea creature is? Ell students can refer to sentence strip. "Can you tell me pause what you said pause about your new pause sea creature?" Ell students can refer to student illustrations.
Ocean Poems!

Some concepts taught and skills readily reinforced through poems daily:

- love of poetry and language
- increase memory skills
- develop concepts
- rhyme scheme
- rhyming words
- word families
- endings
- contractions
- antonyms/synonyms/homonyms
- lilt words within big words
- vowel sounds
- figurative language (metaphors & similes)
- parts of speech (nouns, verbs, etc.)
- identifying facts (especially in Meish Goldish's poems!)
- type of poem (couplet, etc.)
- handwriting lessons
- alliteration
- quotation marks
- vocabulary
- sequence
- counting skills
- dictionary & thesaurus use
- poet studies

△ will bring you back to the menu at the top of the page!

Go back to Kaunakakai Multiage's Ocean Themes Resource Page

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http://www.k12.hi.us/~shasincl/poems_ocean.html  
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http://www.k12.hi.us/~shasinc/poems_ocean.html
Sea Creatures

Come along, come with me,
Take a dive in the deep blue sea.
Put on your gear, let's explore
All the way to the ocean floor!

See that snail wrapped in curls?
Look! An oyster wearing pearls!
Watch the octopus oh so dark,
But don't you dare to pet the shark!

Dive on down, seaward bound,

Five Little Houses

Five little children, hand in hand,
went to dig in the yellow sand.

Five little castles, trim and neat,
soon were standing
at their feet.

Five little starfish,
standing near,
said, "Five little houses!
Let's live here!"

by Avelyn Davidson, *How Big is Big?*
Math Rhymes to Read Together, Wright Group (4 has 5 copies and big book)

---

**A Sailor Went to Sea, Sea, Sea**

A sailor went to sea, sea, sea
To see what he could see, see, see.

But all that he could see, see, see
Was the bottom of the deep blue
sea, sea, sea.

---

Motion in the ocean is all
around!
Dive on down, seaward
bound,
Motion in the ocean is all
around!

Now we're very far below,
The lantern fish are all
aglow.
Is that a tiny shock you
feel?
You just met an electric
eel!

Giant blue whales start to
stir,
Bigger than dinosaurs ever
were!
Wave good-bye to the
squid and sponge,
This is the end of our
deep-sea plunge!

Dive on down, seaward
bound,
Motion in the ocean is all
around!
Dive on down, seaward
bound,
Motion in the ocean is all
around!

by Meish Goldish, *101 Science*
Poems & Songs for Young Learners,
Instructor Books

http://www.k12.hi.us/~shasincl/poems_ocean.html

3/1/03
Ocean
(sung to "Take Me Out to the Ball Game")

Take me out to the ocean,
Take me out to the sea,
Show me the foamy waves rolling there,
As I breathe in the salty sea air!

Let me look, look, look at the ocean,
See the sea and explore,
For it's fun to dive from the top
To the ocean floor!

Take me out to the ocean,
Take me out to the sea.
Show me the currents and ocean tides,
Let me see where the seaweed resides!

When you look, look, look at the ocean,
Look at all it is worth!

http://www.k12.hi.us/~shasincl/poems_ocean.html

The Shark

A treacherous monster is the Shark
He never makes the least remark.

And when he sees you on the sand,
He doesn't seem to want to land.

He watches you take off your clothes,
And not the least excitement shows.

His eyes do not grow bright or roll,
He has astonishing self-control.

He waits till you are quite undressed,
And seems to take no interest.

And when towards the sea you leap,
He looks as if he were asleep.
Or the ocean covers three-fourths
of the entire earth!

by Meish Goldish, 101 Science Poems & Songs for Young Learners, Instructor Books

At the Sea-Side
When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.
My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.

by Robert Louis Stevenson

But when you once get in his range,
His whole demeanor seems to change.
He throws his body right about,
And his true character comes out.
It's no use crying or appealing,
He seems to lose all decent feeling.
After this warning you will wish
To keep clear of this treacherous fish.
His back is black, his stomach white,
He has a very dangerous bite.

by Lord Alfred Douglas

Seaside
Sand in the sandwiches,
Sand in the tea,
Flat, wet sand running
Down to the sea.
Pools full of seaweed,
Shells and stones,

by Lord Alfred Douglas

Flip flop,
Flip flap,
Slip slap,
Lip lap;
Water sounds,
Soothing sounds.
We fan our fins
As we lie

http://www.k12.hi.us/~shasincl/poems_ocean.html
3/1/03
Damp bathing suits
And ice-cream cones.
Waves pouring in
To a sand-castle moat.
Mend the defenses!
Now we're afloat!
Water's for splashing,
Sand is for play.
A day by the sea
Is the best kind of day.

by Shirley Hughes

Come to the Beach

Come to the beach.
Come to play in the sun.
Come to splash in the water.
Come to have fun!

By Dahlov Ipcar, from Talking Tigers,
Poems to Share
Rigby Literacy 2000 (has tape & 6 book copies)

Beach Stones

When these small stones
were
in
clear pools and
nests of weed
tide-tumbled
 teased by spray

Resting here
Eye to eye.
Water falls
Drop by drop,
Plip plop,
Drip drop.
Plink plunk,
Splash splish
Fish fins fan,
Fish tails swish,
Swush, swash, swish.
This we wish ...
Water cold,
Water clear,
Water smooth,
Just to soothe
Sleepy fish.

Seal Lullaby

Oh! hush thee, my baby, the night is behind us,
And black are the waters that sparkle so green.
The moon, o'er the combers, looks downward to find us
At rest in the hollows that rustle between.
Where billow meets billow,
they glowed moonsilver, glinted sunsparks on their speckled skins.

Spilled on the shelf they were wet-sand jewels wave-green still flecked with foam.

Now gray stones lie dry and dim.

Why did we bring them home?

by Lillian Moore

there soft be thy pillow;
Ah, weary wee flipperling, curl at thy ease!
The storm shall not wake thee, nor sharks overtake thee,
Asleep in the arms of the slow-swinging seas.

By Rudyard Kipling

Seahorse

O under the ocean waves
I gallop the seaweed lanes, I jump the coral reef, And all with no saddle or reins.

I haven't a flowing mane, I've only this horsy face, But under the ocean waves I'm king of the steeplechase.

By Blake Morrison

The First Horses Were Made of Sea Foam

The first horses were made of sea foam.

They rode their waves to the beaches Then broke loose and dashed

Do Oysters Sneeze?

Do oysters sneeze beneath the seas, or wiggle to and fro, or sulk, or smile, or dance awhile ...

...how can we ever know?
Wild horses, raging with pride—
Look how much of the untamed sea
Is within them still.

By David Day

Undersea

Beneath the waters
Green and cool
The mermaids keep
A swimming school.

The oysters trot;
The lobsters prance;
The dolphins come
To join the dance.

But the jellyfish
Who are rather small
Can't seem to learn
The steps at all.

By Marchette Chute

Do oysters yawn when roused at dawn,
and do they ever weep,
and can we tell, when, in its shell,
an oyster is asleep?

by Jack Prelutsky

Octopus

The arms on the octopus number eight:
One, two, three, four, five, six,
seven, eight!

All curled up, then pointing straight,
One, two, three, four, five, six,
seven, eight!

In the ocean, octopuses wait,
One, two, three, four, five, six,
seven, eight,

For clams and crabs to put on their plate!
One, two, three, four, five, six,
seven, eight!

(□ poster)

http://www.k12.hi.us/~shasincl/poems_ocean.html 3/1/03
From the Shore

A lone gray bird,
Dim-dipping, far-flying,
Alone in the shadows and
grandeurs and tumults
Of night and the sea
And the stars and storms.

Out over the darkness it
wavers and hovers,
Out into the glooms it swings
and batters,
Out into the wind and the rain
and the vast,
Out into the pit of a great
black world,
Where fogs are at battle, sky-
driven, sea-blown,
Love of mist and rapture of
flight,
Glories of chance and hazards
of death
On its eager and palpitant
wings.
Out into the deep of the great
dark world,
Beyond the long borders
where foam and drift
Of the sundering waves are
lost and gone
On the tides that plunger and
rear and crumble.

The Barracuda

Slowly, slowly, he cruises
And slowly, slowly, he
chooses
Which kind of fish he prefers
to take this morning;
Then without warning
The Barracuda opens his jaws,
teeth flashing,
And with a horrible, horrible
grinding and gnashing,
Devours a hundred poor
creatures and feels no remorse.
It's no wonder, of course,
That no little fish much likes
the thing,
And indeed, it occasionally
strikes the thing,
That he really ought, perhaps,
to change his ways.
"But," (as he says
With an evil grin)
"It's actually not my fault, you
see:
I've nothing to do with the
tragedy;
I open my mouth for a yawn
and —ah me!—
They all
SECREATURES

Come along, come with me,
Take a dive in the deep blue sea.
Put on your gear, let's explore.
All the way to the ocean floor!

See that snail wrapped in curls?
Look! An oyster wearing pearls!
Watch the octopus oh so dark,
But don't you dare to pet the shark!

Now we're very far below,
The lantern fish are all aglow.
Is that a tiny shock you feel?
You just met an electric eel!

Giant blue whales start to stir,
Bigger than dinosaurs ever were!
Wave good-bye to the squid and sponge,
This is the end of our deep-sea plunge!

Dive on down, seaward bound,
Motion in the ocean is all around!
Dive on down, seaward bound,
Motion in the ocean is all around!

by Meish Goldish
eel

poem

shark

arranging words uses imagination sometimes rhymes
penguin
sea turtle
oyster
rhyme

whale

seahorse
starfish

innovation { to change

gear
ocean floor

pearls

snail
Lesson 5
### ESOL Language Function for Lesson Five

#### Intermediate Fluency

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<td>Identifying locations of major oceans.</td>
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<td>Present tense</td>
<td>Ocean</td>
<td>Students will work in cooperative groups.</td>
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<td>The ______ Ocean is next to... In between... Above... Under...</td>
<td>Adverbs</td>
<td>North</td>
<td>Students will locate oceans and sea creatures on globe.</td>
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<td>Reporting locations</td>
<td>A shark can live...</td>
<td>Auxiliary verbs</td>
<td>South</td>
<td>Students will complete map activity sheet.</td>
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<td>East</td>
<td>Students will label oceans on bulletin board map.</td>
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<td>West</td>
<td>Students will draw pictures of sea creatures and pin them to where they are found in bulletin board map.</td>
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<td>Atlantic Ocean</td>
<td>Students will report on locations of ocean and sea animals.</td>
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Original Lesson with Modification Reference

Lesson Five: Where in the World?

Black print used for original lesson. Red print used to show modifications.

Reproduce a world map and create a transparency of the map and use an overhead projector to draw an enlarged version for a bulletin board.

Introduce lesson:

Refer to MODIFICATIONS, (IV, A) (IV, G, 1,2)

Have students label the five oceans (Atlantic, Pacific, Indian, Arctic, and Antarctic) along with as many seas, gulfs and bays as possible. Have students draw real sea creatures and pin them to the board on the oceans where they are found.

Refer to MODIFICATIONS, (IV, C, 1, 2, 3, 4, 5, 6, 7) (IV, D, 1, 2) (IV, F, 1, 2) (V, A, 1, 2) (V, B, 1, 2)

Closure; Review/Evaluation

Refer to MODIFICATIONS, (V, C, 1, 2, 3)
INSTRUCTIONAL UNIT TITLE:
MARINE LIFE AND THE OCEANS OF THE WORLD

Unit Overview: This unit will develop an awareness of ocean life. Students will study the oceans of the world, the ocean plants, and the animal life that lives in them.

Lesson Five
Where in the World?

I. LESSON PREPARATION

A. Content Concepts
The geographical connection; locating the oceans and sea animals of the world.

B. Vocabulary
1. Key vocabulary for geographical study; map, globe, north, south, east, west, locate, Africa, Australia, Asia. Europe, North Pole, North and South America.
2. Names of the oceans; Atlantic, Arctic, Indian, Pacific Oceans.
3. Names of the most common sea animals; Fish, whales, seahorse, dolphins, octopus, starfish, jellyfish, crabs, octopus, walrus, penguin, sea turtle, and shark.
II. LESSON OBJECTIVES

A. Content Objectives
1. Students will know how to read a map.
2. Students will know how to read a globe.
3. Students will find the major oceans of the world on a map and a globe.
4. Students will locate the major oceans where specific sea creatures and animals live.

B. Language Objectives
1. Students will follow oral directions.
2. Students will participate in group discussions.
3. Students will share and request information.
4. Students will compare and contrast information.
5. Students will apply self-monitoring and self-corrective strategies to build and expand a knowledge base.
6. Students will connect new information to previously learned information.

C. Essential Content
All students will:
1. Follow oral directions.
2. Participate in group interactions.
3. Share and request information.
4. Know how to read a map.
5. Locate many of the major oceans.
6. Locate where some of the sea creatures or animals live.
Most students will:
1. Compare and contrast information.
2. Connect new information to previously learned information.
3. Know how to read a map and a globe.
4. Locate all the major oceans of the world.
5. Locate many of the sea creatures and animals of the world.

Some students will:
1. Locate major continents of the world.
2. Locate island nations.

D. Supplemental Materials to Contextualize Lesson
1. Word wall of common ocean animal vocabulary from lesson one and/or four.
2. World globe for each cooperative group of students.

E. Adaptation of Text
1. Answer sheet for Earth’s Ocean Activity sheet given to ELL students the day before lesson.

F. Student-Centered, Meaningful Activities
1. Students will work in cooperative group to locate major oceans, sea creatures and animals in globe and activity sheet.
2. Students will create labels of major oceans in cooperative group.
3. Students will create illustrations of sea creatures and animals.
4. Students will report to class answers from activity sheet.
5. Students will label bulletin board with names of the major oceans and illustrations of sea creatures and animals.

III. COMPREHENSIBILITY

A. Appropriate Repetition of Vocabulary
1. Word wall will be used by teacher when discussing ocean vocabulary.
2. Teacher will point to word wall sea creatures and animals during discussions.
3. Teacher will ask questions to elicit usage of new geography vocabulary;
   "Is the Arctic Ocean in the north or south on our map?"
   "What is the difference between a map and a globe?"

B. Speech Delivery
1. Simple sentence structures will be used.
   "We will find the major oceans using our globes."
   "We will find the major oceans using our map."
   "We will work with our group."
   "We will label our map."
2. Clear enunciation throughout and particularly when referring to word wall and using key vocabulary for questioning.
3. Natural pauses and slower rate of speech.
   "Can you locate an ocean using your globe?"
“Can you locate an ocean using your map?“

C. Comprehensibility Input Techniques
1. Modeling
   Teacher will model use of activity sheet with the use of an overhead projector.
   Teacher will model writing name of a major ocean on strip of paper and labeling bulletin board map of the world.

2. Visuals
   Teacher will use word wall when using key vocabulary by pointing to word/picture during discussions.
   Teacher will create bulletin board size map of the world to be used as a reference during discussions.

D. Hands-on Activities
1. Students will create an illustration of sea a creature or animals for bulletin board map of the world.

E. Gestures/Body Language
1. Teacher will point to word wall when using vocabulary on word wall.
2. Teacher will point to the bulletin board map of the world when using geographical terms, e.g. north, south, oceans, continents, etc.
3. Teacher will use hand gestures for “big” or “small” when discussing oceans, continents, or sea animals.
4. Teacher will point downwards when speaking of life under the sea.
5. Teacher will gesture with hands pointing outwards when questioning.

IV. LESSON DELIVERY

A. Objectives and Key Concepts
Teacher will connect lesson to previous learning by writing on the board or overhead projector,
“We learned the names of the major oceans.”
“We learned the names of many sea creatures and animals.”
“We learned facts of many sea creatures and animals.”

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<tbody>
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<td>We will learn how to use our globes.</td>
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<tr>
<td>We will learn how to use our map.</td>
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<tr>
<td>We will locate the major oceans on our map and globe.</td>
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<tr>
<td>We will locate where some sea creatures and animals live.</td>
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</table>

Teacher will point to globe, bulletin board map, and sea animals and creatures on word wall when referring to them.

B. New Word Introduction
1. New geography vocabulary part of word wall.
2. New geography vocabulary included in Earth’s Ocean Activity handout answer sheet.
C. Delivery Modes
1. Teacher will divide class into four or five cooperative groups.
   “We will locate the major oceans in our globes.”
   Teacher will show globe.
   “We will locate the major oceans on our map.”
   Teacher will point to bulletin board map.
   We will locate the oceans in our activity sheet.
2. Teacher will demonstrate locating a major ocean in the activity sheet using the overhead projector.
   “We will now locate the Indian Ocean in our globe.”
3. Teacher will model finding the Indian Ocean using globe.
   “We will write where it is located on our activity sheet map.
4. Teacher will write in Indian Ocean on activity sheet map using overhead projector.
5. Teacher will model answering question #1 using overhead projector.
   “You will finish the activity sheet”
in your group”.

6. Teacher will hold up strips of paper.
   “You will write the names of the major oceans on these papers.”
   “You will draw a picture of your favorite sea creature or sea animal. We will put the pictures and the ocean names in the right place on our bulletin board map.”

7. Teacher will write Indian Ocean on a strip of paper and use it to label bulletin board map.

D. Opportunity for Processing Skills
1. Students will work in a cooperative group. The ELL students can use their first language to aid in processing information. The group will be assigned roles. ELL students will write names of oceans on strips of paper. Some students can locate where they go on bulletin board map using globe. ELL students can label bulletin board map using strips of paper with ocean names on them. Some students can take dictation when filling out activity sheet. All students can make a picture of favorite sea creature or animal. Some students can be responsible for reporting where their ocean name labels and sea creature or animal is placed.
2. ELL students will be given a filled out activity sheet the day before for review.

E. Scaffolding Techniques
1. Structured teacher support with teacher modeling locating a major ocean on globe and activity sheet.
2. Structured teacher support by modeling filling in activity sheet using overhead.
4. Structured teacher support by providing filled out activity sheet to ELL students previous to lesson.
5. Students will work in cooperative group when labeling bulletin board map and completing activity sheet.
6. ELL students will process content individually by labeling bulletin board map, illustrating favorite sea creature or animal and answering teacher questions.

F. Connecting Concepts to Previous Learning
1. Students are asked questions to connect to previous learning in lesson one, two, and three.
   “Can you tell me the names of the major oceans?”
   “Can you tell me the names of some sea creatures or animals?”
   “Can you tell me where we might find a penguin?”
2. Students are asked questions to connect to previous personal experience.
   “Can you tell me where you were born?”
“Can you show me on the globe or map?
“Can you tell me what ocean is closest to where you were born?”

G. Communicating Objectives to Students
1. Board and/or overhead projector stating objectives will be referred to at the introduction of lesson.
   “We will locate the major oceans using our globes.
   We will locate the major oceans using our maps.
   We will locate where sea creatures and animals live.”
2. The objectives will be reinforced during the lesson by pointing to key words and pictures on word wall.
3. Board and/or overhead projector stating objectives will be referred to for closure
   “We located the major oceans using our globes.
   We located the major oceans using our maps.
   We located where sea creatures and animals live.”

V. INTERACTION

A. Student Talk
1. Students will interact within cooperative group. The ELL students can be responsible for writing names of oceans on strips of paper. The more proficient students can take dictation for filling out activity sheets.
2. Students will interact with whole group. The ELL students can be responsible for saying the names of the major oceans and placing them in the appropriate place on the bulletin board map using the filled out activity sheet as a guide. The more proficient students can be
responsible for reporting on answers to activity sheet. All students can say name of sea creature or animal they drew and in what ocean it is located.

B. Teacher-Student Interaction
1. Students will interact with teacher when reviewing where they are placing ocean name strips.
2. Teacher will use clear enunciation, simple syntax, point to ocean vocabulary on word wall.
   “Where did you locate the Indian Ocean?” Pause
   Teacher will ask student to show where all the major oceans are located.
   “What sea creature or animal did you draw?” Pause
   Teacher will respond by pointing to animal on word wall.
   “I see, you made a walrus.” Pause
   “Where does your walrus live?” Pause
   Teacher will respond by pointing to major ocean on word wall.
   “I see, your walrus lives in the Arctic Ocean.

C. Review/Evaluation
1. Teacher will review objectives by writing on overhead
or board;
"We located the major oceans using our globes.
We located the major oceans using our maps.
We located where ocean sea creatures and animals live.

2. Teacher will review key vocabulary and content objective by asking the more proficient students questions such as;
"What oceans are located in the north and south of our map?
"What ocean is closest to us?"

3. Teacher will review key vocabulary and content with ELL students by asking questions such as;
"Can you point to a major ocean?"
"Can you tell me the name of that ocean?"
"Is the Indian Ocean in the north or in the south?"
Xpeditions Atlas
Maps Made for Printing and Copying

Select Location(s): World

Customize: Detail Level @ detailed @ basic Country Borders @ on @ off

Selected Map:

THE WORLD

Printable Maps: Enlarge (GIF) | PDF (Requires Adobe Acrobat Reader)

© 2001 National Geographic Society. All rights reserved.
Study this map of the earth. Label each of the four major oceans. Here are some clues:

- The **Atlantic Ocean** lies between North America and Europe.
- The **Arctic Ocean** is near the North Pole.
- The **Indian Ocean** is between Africa and Australia.
- The **Pacific Ocean** is on the west coast of North and South America and on the east coast of Asia and Australia.

1. Which ocean is east of Africa?
2. North America is between which two oceans?
3. Which three continents border the Arctic Ocean?
4. Which ocean is the largest?
5. Which oceans surround Australia?
6. Draw a line that proves that all of Earth’s oceans are connected.

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Earth's Oceans Answer Key

Study this map of the earth. Label each of the four major oceans. Here are some clues:

- The Atlantic Ocean lies between North America and Europe.
- The Arctic Ocean is near the North Pole.
- The Indian Ocean is between Africa and Australia.
- The Pacific Ocean is on the west coast of North and South America and on the east coast of Asia and Australia.

1. Which ocean is east of Africa? – **Indian Ocean**

2. North America is between which two oceans? – **Atlantic Ocean** and **Pacific Ocean**

3. Which three continents border the Arctic Ocean? – **North America, Asia and Europe**

4. Which ocean is the largest? – **Pacific Ocean**

5. Which oceans surround Australia? – **Indian Ocean** and **Pacific Ocean**

6. Draw a line that proves that all of Earth’s oceans are connected.

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Checklists
# Sheltered ELL Strategies Checklist

<table>
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<tr>
<th>Category</th>
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<td>1. Visuals (Realia, Manipulatives, Gestures)</td>
<td>II,D,1,2,3, III,E,1,2,3,4</td>
<td>I,1,C,2, E,1-5,11,D,2</td>
<td>III,D,1, E,1-4</td>
<td>II,D</td>
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<td>1. Model (Instructions, Processes)</td>
<td>I,1,C,1,2</td>
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<td><strong>II. Make Text Comprehensible</strong></td>
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Original
Lessons
Individual sections of this unit were used to develop a unit for a mainstream class with integrated ELL students. These sections are included with MODIFICATIONS in separate folder and are labeled, ORIGINAL LESSON with MODIFICATION REFERENCE.
Collaborative Thematic Unit

Theme: Oceans and Undersea Life

by Lara Chapman and David Herring

This unit can be presented as a school wide theme or for an individual class. It is not all inclusive and does not represent all that is available for classroom instruction where oceans and undersea life are concerned. The unit is divided up into sections allowing the teacher to pick and choose to fit their needs.

Focus: Students will study the oceans and seas of the world, the animal life that swims in them and the countries that border them.

Grade Level: Primary (K-5th)

Suggested Objectives (Not All Inclusive):
1. Know how much of the world is covered with water.
2. Name the four oceans and the major seas.
3. Name the countries bordering the four oceans.
4. Know the difference between salt and fresh water.
5. Know the foods that we eat which come from the oceans.
6. Students will have a concept of environmental issues affecting the ocean and its organisms.
7. Know the food chains, life cycles and plant life found in the oceans.
8. Know how oceans/seas effect our weather.
9. Name and locate the island nations of the world.
10. Know the animal and plant life of the different oceans.

http://www.libsci.sc.edu/miller/Ocean.htm
11. Name the major explorers who sailed the seas and why they are famous.

I. Getting Started
1. Ask students, "What do you know about the ocean?" Accept all contributions without correction. Give students a chance to discuss their personal experiences relating to oceans. Then ask, "What would you like to learn about the ocean?" Record responses on a chart and display the list for future reference.

II. Classroom Decor
1. Dress up classroom windows like a ship's portholes.
2. Adopt a sea creature/animal for your class or each class and make a banner or cut-out of the creature/animal to hang outside and/or in your room.
   a. Devote a part of a classroom wall as your sea creature/animal display. This could include pictures, biological facts, migrating habits, food chain, and life cycle.
3. Have a "helping hands" octopus showing all the class helpers for the week, i.e. line leader, office messenger, board eraser, etc.
4. Display a "catch of the day" net. Every time a student is recognized for their good behavior for the day, their name goes into the net. Whoever has their name in the net the most times at the end of the month wins a prize or gains a privilege. This concept can also be expanded to include the student who reads the most books dealing with an ocean theme or books in general.
5. Display a compass rose on a wall making sure it is pointing in the correct position.
6. Display a beach scene sometime during the winter months complete with sand, seashells and flora.
7. Display a relief map showing what the ocean floor looks like. (National Geographic magazine is a good source for one of these.)

III. Literature/English
1. Divide the school or class into four sections and assign one of the four oceans, Arctic, Atlantic, Indian, and Pacific, as a research project or thematic unit.
   a. Each class researches animals/creatures and plant life within their ocean.
2. Each student develops a "Ship's Log". It can be a composition notebook, folder, sheets of paper stapled together and decorated, etc. and used to record writings, research, observations, etc.
4. After reading Monster Beach by Betty Paraskevas, have your class pick a dangerous sea creature (real or imagined) and write about a narrow escape from one of these creatures.
5. Pass Follow Me! by Nancy Tafuri around the classroom and allow each student to look through the book and then complete the following activities.
   - Create a Sandy Scene. With an empty soup can, scissors, construction paper, and a variety of materials such as shells, seaweed, yarn or buttons. Let children recreate the beach scene from the book focusing specifically on the animals and their beach home.

http://www.libsci.sc.edu/miller/Ocean.htm

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· Have students write a poem about "A Day in the Life of the Sea Lion". Place their poems in the can.

· Have students write a dialogue for the pictures. Ask them to think about what the sea lions would say when they noticed the red crabs or while they floated on their backs in the ocean. Place these scripts in the cans also.

· Have the students form small groups and share their writings from their cans.

**Discussion Questions**

1. If you had a sea lion what would you name it? Why? Where would you keep it?

2. Why do you think the sea lion was so interested in following the crabs?

3. If you were the curious sea lion what other animals would you choose to investigate. What would you like to find out about them?

**IV. Poetry/Songs**

1. **Author Title Publisher**
   - Hopkins, Lee B. "The Sea Is Calling Me," Harcourt Instructor Staff *Poetry Place Anthology* Instructor.

2. Learn the song "Under the Sea" from the movie *The Little Mermaid*. Ask the students to identify what is 'under the sea.'

3. Read aloud some poems about the ocean. Then work on innovation. Brainstorm some things that could be changed about a particular poem-its title, the creatures mentioned, adjectives, etc. Make a Word Bank on the chalkboard, chart paper,or over-head. Then replace the words in the original poem with words from the Word Bank. An example of an innovation follows: Original Poem Innovation The Sea The Sea Behold the wonders of the mighty deep, Behold the wonders of the mighty sea, Where crabs and lobsters learn to creep, Where sea anemones love to be, And little fishes learn to swim, And tiny starfish like to play, And clumsy sailors tumble in. And hungry catfish feed all day.

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4. Read *Sea Gifts* by George Shannon aloud to the class. Discuss and list some of the treasures found by the man who trades with the sea (anemones; a blue glass bubble from a fishing net; and empty shell). Then make a list of what he did with these objects (put them on his shelf; saves wood to mend his home; carves wood). Have students choose one phrase form each list and use them to write an original *Sea Gifts* poem.

5. Limericks: Read a variety of limericks to the class. One good source is John Ciardi's *The Hopeful Trout and Other Limericks* (Houghton Mifflin, 1989). Write a limerick on the chalkboard or overhead projector. Establish the aa, bb, a rhyming pattern of the limerick such as the following:

There once was a mermaid named Cloris /Who liked to sing in a chorus. /But one day she fled /'Cause she didn’t want to wed /The serpent whose nickname was Boris.

Suggest the following helpful method for writing limericks - list words that rhyme with the first and third lines. Cloris fled Boris Morris chorus bed fed red wed Horace Doris dead head read Tyrannosaurus said lead Ted

**V. History/Social Studies**

1. Research the Christmas customs of countries bordering oceans and if these customs have been influenced by their proximity to the water.

2. Identify the island nations of the world and located and mark them on a world map.

3. Research all the seas battles which changed the course of world history and mark their location on a world map.

4. Where in the World?: Reproduce a world map and create a transparency of the map and use an overhead projector to draw an enlarged version for a bulletin board. Have students label the five oceans (Atlantic, Pacific, Indian, Arctic, and Antarctic) along with as many seas, gulf and bays as possible. Have students draw real sea creatures and pin them to the board on the oceans where they are found.

5. Have students find out more about one of, but not limited to, the following ocean related occupations and report their findings to the class or write a short report titled 'A Week in the Life of a ________.' A good source to start with is *I Can Be an Oceanographer* by Paul Sipera. Students may wish to include in their report how they think this job might change in the future.

- Commercial Fishermen-catch ocean creatures to sell to markets
- Marine Geologists-study rocks and the formation of the ocean floor
- Marine Biologist-study the animal and plants of the ocean
- Divers-assist in finding sunken treasures, repairing underwater equipment, gathering information for research, etc.
- Oceanographers-explore and study the ocean
- Offshore Drillers-explore beneath the ocean floor for deposits of petroleum and natural gas to be used for various forms of energy
- Mariculturists-raise or farm fish and other sea life for food and/or restocking the ocean
- Marine Ichthyologist-study fish, their habitats, the food they eat, their relationship to their environment, etc.
- Marine Ecologists-study the relationships between sea creatures and their environment, like the effects of pollution on a particular species, etc.

[http://www.libsci.sc.edu/miller/Ocean.htm](http://www.libsci.sc.edu/miller/Ocean.htm)
Captain/Crew of a ship-work on a commercial boat or cruise ship
Navigators-use directions to determine the ship's course at sea

6. People Dependent on the Sea: Many cultures, such as the Aleuts or Hawaiians, are dependent upon the sea. This dependency is reflected in their foods, fashions, folklore. Have students, individually or in groups, study a culture highly dependent upon the ocean and report their findings. This can be done as cooperative groups with the findings depicted in a mural.

7. Lighthouses: Read Beacons of Light: Lighthouses to your students. Then have them bring pictures of lighthouses to class. Create a display by attaching yarn from each picture to the lighthouse's approximate location on a map. Students research additional information to be compiled in a lighthouse mini-book.

VI. Math
1. Plot points on a graph according to the specific times high tides and low tides occur in one week.

2. Count the number of sea shell that it takes to fill a container. Have the students estimate how many shells are in the container and see who comes the closest.

3. Use the lengths of whale species to help students use and understand basic math concepts:
   - Humpack Whales 50 ft.;
   - Fin Whales 80 ft.;
   - Killer Whales 30 ft.;
   - Grey Whales 45 ft.;
   - Sei Whales 60 ft.;
   - Blue Whales 100 ft.

4. Ordering: Give each group two or three dozen seashells of various types. Have them place their shells in order: -smallest to largest -lightest to heaviest -shortest to longest -thinnest to thickest

5. Serving Up Seafood: Have students create a seafood menu and establish prices for their food items. Groups of students role play restaurant owners, servers, and customers. Students order their seafood menu. Using calculators, students add totals with tax. Customers pay with play money and restaurant owners make the change. All participants must agree on the calculations before the roles change.

6. The book Sea Squares beautifully integrates the subject of math with literature. While sharing this book, pause frequently to allow the students to count the total number of items on each two-page spread. While counting is reinforced, the concept of multiplication (limited to squaring numbers from 1 to 10) is also introduced. After reading this book, individuals or pairs of students can create their own sea counting pictures in a similar format. Combine pictures into a class counting book.

7. Create a Habitat. Instruct students to visit the Whale Information Network (http://chopper.macmedia.com.au/whales/whales3.html) and the Discovery Channel's H2Oceans (http://school.discovery.com/spring97/themes/h2oceans/index.html) What would it take to create a habitat for a whale that is 25 feet long and weighs four tons? Challenge your students to consider the necessary life-support requirements for creating an artificial habitat at their local aquarium.

8. Effects of Commercial Whaling. After reading about whales at the Whale Information Network site, ask your students to create a graph showing the effects of commercial whaling on nine species of whales. Materials for this activity include whale population estimates, so that students can create graphs and determine the actual numbers of whales harmed by fishing.

9. Visit The Jason Project site (http://www.jasonproject.org). Have them locate the shark tracking

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data files. Based on the data let students plot their own shark charts.

**VII. Health/Science**

1. Using a Venn diagram, compare two oceans and find at least three similarities and three differences.

2. Make a collage from magazine cut-outs that depicts many products, food or industrial, that come from the ocean.

3. Children and adults alike, are often curious why the oceans are so salty. After reading *Why the Sea Is Salt* and *Ocean's* chapter "The Water Cycle" have students perform the following experiment.
   - Have children get into small groups.
   - Each group will need two glass jars, 4 tablespoons of Kosher Salt, and two hard boiled eggs. Fill both jars with water.
   - Dissolve 3-4 tablespoons of salt in one jar of water. Label the jar "salt water".
   - Compare what happens when a boiled egg is placed in each jar.
   - Continue adding salt to the salt solution until the egg floats in the middle of the jar.

**Discussion questions**

1. Why is the ocean salty?

2. Why did the egg float in the salty jar?

3. Would you rather swim in salt or fresh water? Why or why not?

4. In Oceanarium many types of fish are featured. Have the students choose their favorite fish and then proceed to the following activities.

   - **Materials needed:** banner paper; markers, paint or crayons; yarn, old newspaper, scissors, hole puncher.
   - Ask students to draw the outline of their favorite fish on a large piece of banner paper (approximately 2 feet long).
   - Next have them cut out the outline and trace its exact dimensions on a second sheet of banner paper. Instruct them to cut out the second outline also.
   - They can now decorate their fish the way it is presented in Oceanarium.
   - Staple both sides together leaving an opening to stuff newspaper in between them.
   - When the fish is stuffed finish stapling it.
   - Punch a hole at each end of the fish and tie yarn through it.
   - Hang fish from the ceiling or around the classroom and have student try to identify their proper names.

**Discussion Questions**

1. Why did you choose your fish as your favorite?

2. What is the normal length of your fish.

3. Can you tell the class any interesting facts about your favorite type of fish?

5. Allow children to view the video *Jack, the Seal and the Sea.*

http://www.libsci.sc.edu/miller/Ocean.htm
This activity will help students understand the dangers that plastic resents to the oceans and its inhabitants. Collect several plastics objects such as a garbage bag, food bag, wrappings from a food item, toy car or a drinking straw. Students should form small groups and select a plastic object to discuss. Each group should discuss and list the problems each plastic item could present to ocean life. Have them share their list with the class.

As a class, write a letter to the following address voicing your concerns and offering suggestions for stopping pollution to our oceans. Marine Conservation 1725 DeSales Street, NW Suite 500 Washington, DC 20036

VIII. Arts/Crafts
1. Make a submarine or boat out of household products such as plastics container, straws, plastic bottles, etc.

2. Mobiles are fun to make and neat to look at while they are hanging. A Tides Mobile will be useful in helping students understand the positions of the moon, sun, and earth during spring and neap tides.
   Materials needed: Clothes hangers, straws, string, colored construction pap cardboard, scissors, paper clips, tape, markers, glue, one-hole punch.
   · With a pencil or marker draw a moon, sun, earth, and star on construction paper. Remember to keep them proportional.
   · Glue the drawings to cardboard and then cut them out.
   · With the hole punch make a hole in the top of each piece; put string through each hole and tie securely.
   · Attach the ends of the string to the clothes hanger to the straw and then to the hanger.
   · Weight the with paper clips if needed.

3. With sand, glue, construction paper or cardboard a neat sand picture can be created. Spread newspaper over the working area. Draw a design or ocean scene on the construction paper or cardboard. Apply glue along the outlines of the design. Pour sand onto the glue and allow to dry. Gently shake the picture over the newspaper or a waste basket to remove excess sand.

4. Ask students to visit the Jason Project site (http://www.jasonproject.org). Students can research different aquatic animals at this site and then make a quilt piece illustrating the creature. These can be pieced together for an oceans quilt. You will need squares of old cloth, scissors, needle and thread, glue and any other materials to be creative with.

IX. Internet Resources
1. The Jason Project
   http://www.jasonproject.org
   Websight based on an investigation by Dr. Robert Ballard and other researchers into the marine ecology and habitats of Southern Florida. A teacher’s guide is available.

   This site uses data collected from ocean buoys and ships in various science and math activities.

3. H2Oceans (Discovery Channel) http://school.discovery.com/spring97/themes/h2oceans/index.html
   This page offers a variety of information to help explain and explore the H2Oceans theme, including

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an overview, a complete list of programs, interesting theme-related classroom activities, and useful links.

4. In Search Of The Giant Squid/Smithsonian
http://seawifs.gsfc.nasa.gov/squid.html
This online exhibit explores and interprets the mystery, beauty, and complexity of giant squids.

5. Ocean Planet/Smithsonian
http://seawifs.gsfc.nasa.gov/ocean_planet.html
The Ocean Planet site is a companion exhibit to the Smithsonian Institution's National Museum Of Natural History traveling exhibition.

6. Harbor Branch Oceanographic Institution
http://www.hboi.edu
Harbor Branch Oceanographic Institution a non-profit organization involved in research and education in marine biology, aquaculture, and ocean engineering.

7. Ocean Color
http://inspire.ospi.wednet.edu:8001/curric/oceans/ocolor/index.html
This site is an online activity that uses graphics to draw conclusions about plant production in the world's oceans.

8. North Carolina Division of Marine Fisheries
http://www.sips.state.nc.us/EHNR/DMF
Sponsored by a state agency. Features a kid's page and activities for children which are instructional as well as fun. An interactive fish quiz is included.

9. Sea World
http://www.bev.net/education/SeaWorld/homepage.html
Website organized around three topics; Animal Info.; Career Info; and Educational Resources.

10. Welcome to Mystic Seaport
http://www.mystic.org/
Based on the waterfront site in Connecticut which tell stories of America and the sea.

11. The Birch Aquarium
http://aqua.ucsd.edu/
Part of the Scripps Oceanography Institute and features extensive lesson plans for teachers.